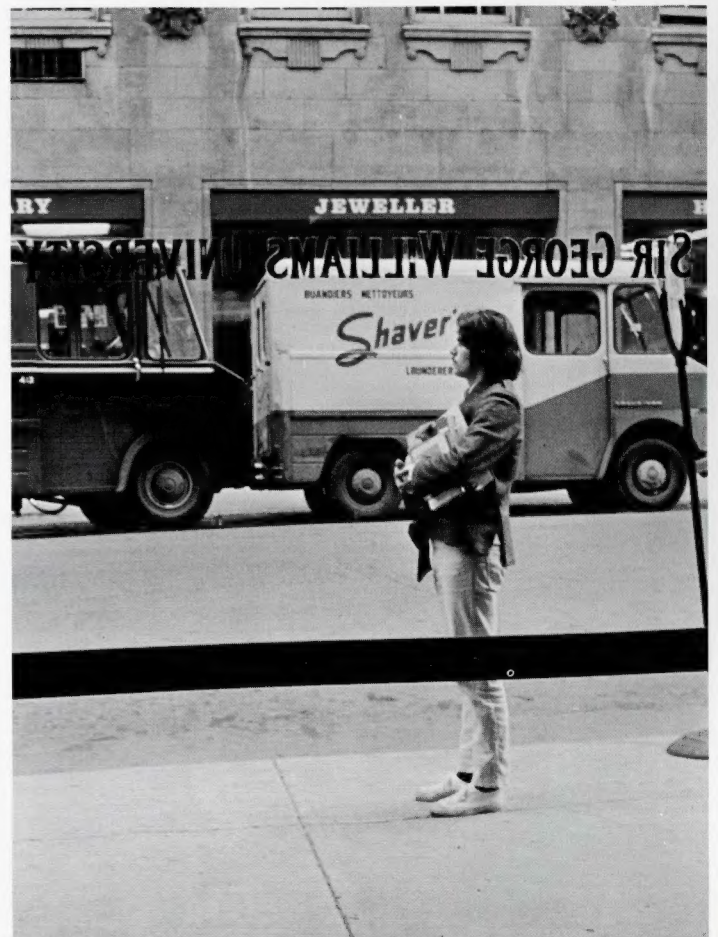


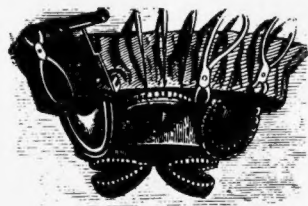
GARNET



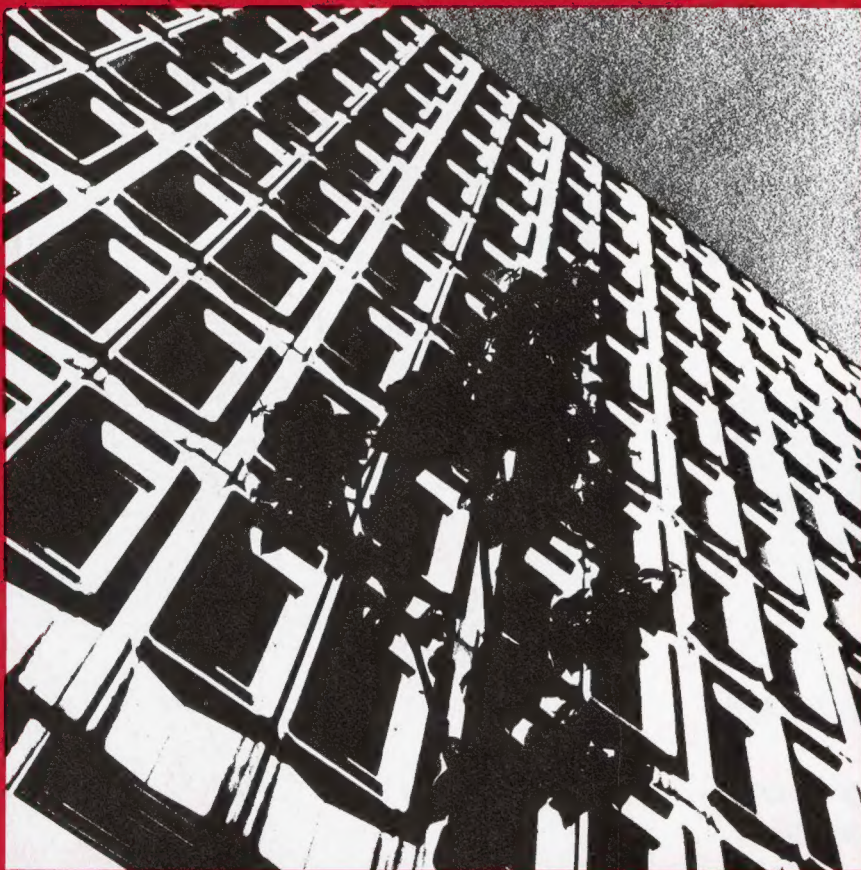
1968



Please!
Bring your plates
to the conveyor
when you have
eaten



Kindly
bring your bowls
& goblets
to the conveyor
after the meal





August 1, 1968

To the Graduates of 1968:

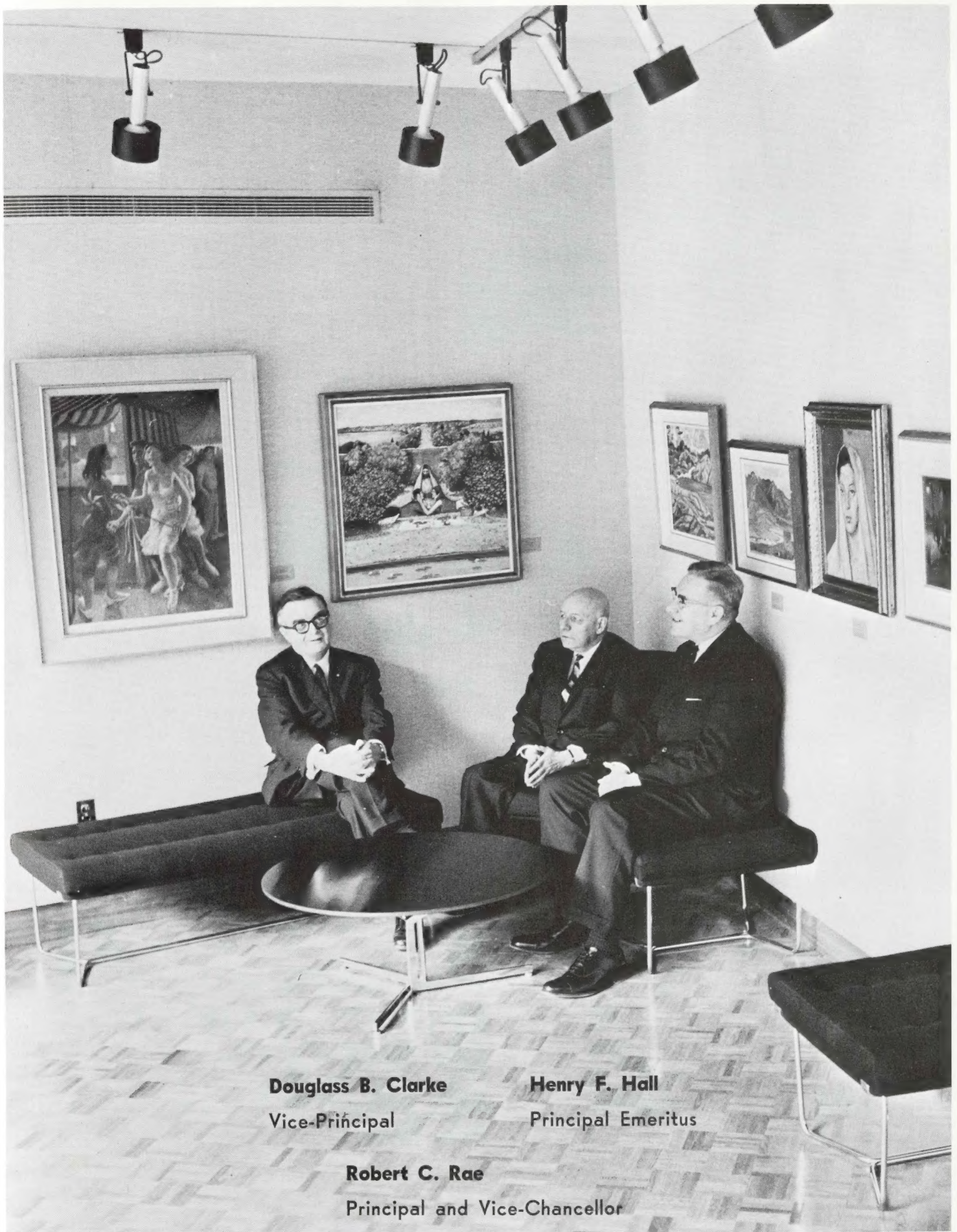
Change is the most conspicuous and pressing condition that affects all our lives. In spite of the rapidity of change about us, institutions, such as universities, sometimes have a tendency to resist change, but, I am happy to say, that though resistance does exist, there is a greater tendency for Canadian universities, and in particular our own, to move with increasing speed and sensitivity into the future.

Indeed, when we look at ourselves, it is hard to recognize Sir George of today as the Sir George of five years ago, and many of the steps that are now being taken will make Sir George of today even less recognizable five years from now, except one hopes, in the general and indefinable spirit that has always characterized us. The most conspicuous change, of course, has been in our physical plant, but other less visible changes have been and will be more far-reaching in their total effect upon the character and nature of the university.

Among recent changes have been the following: increased participation in projects entered into jointly by all Quebec universities; the firm establishment of work at the graduate level leading to Master's and Doctor's degrees; greatly increased means and funds for the support of research, publication and other forms of scholarly activity by the faculty; and what will have perhaps the most far-reaching effects of all, research into university government which has resulted in proposals for a sweeping reform that will give a far greater voice in these matters to the faculty and the student body. The university body is also aware of the dissatisfaction on the part of many people with the current curriculum, and changes in the curriculum and methods of instruction will be given intensive study in the near future side-by-side with the implementation of an enriched co-curricular programme.

The university has changed, is changing and will change, and you, of course, have changed with it. I hope your stay here has been a rewarding one, and that the future with all its changes will be fruitful for you.

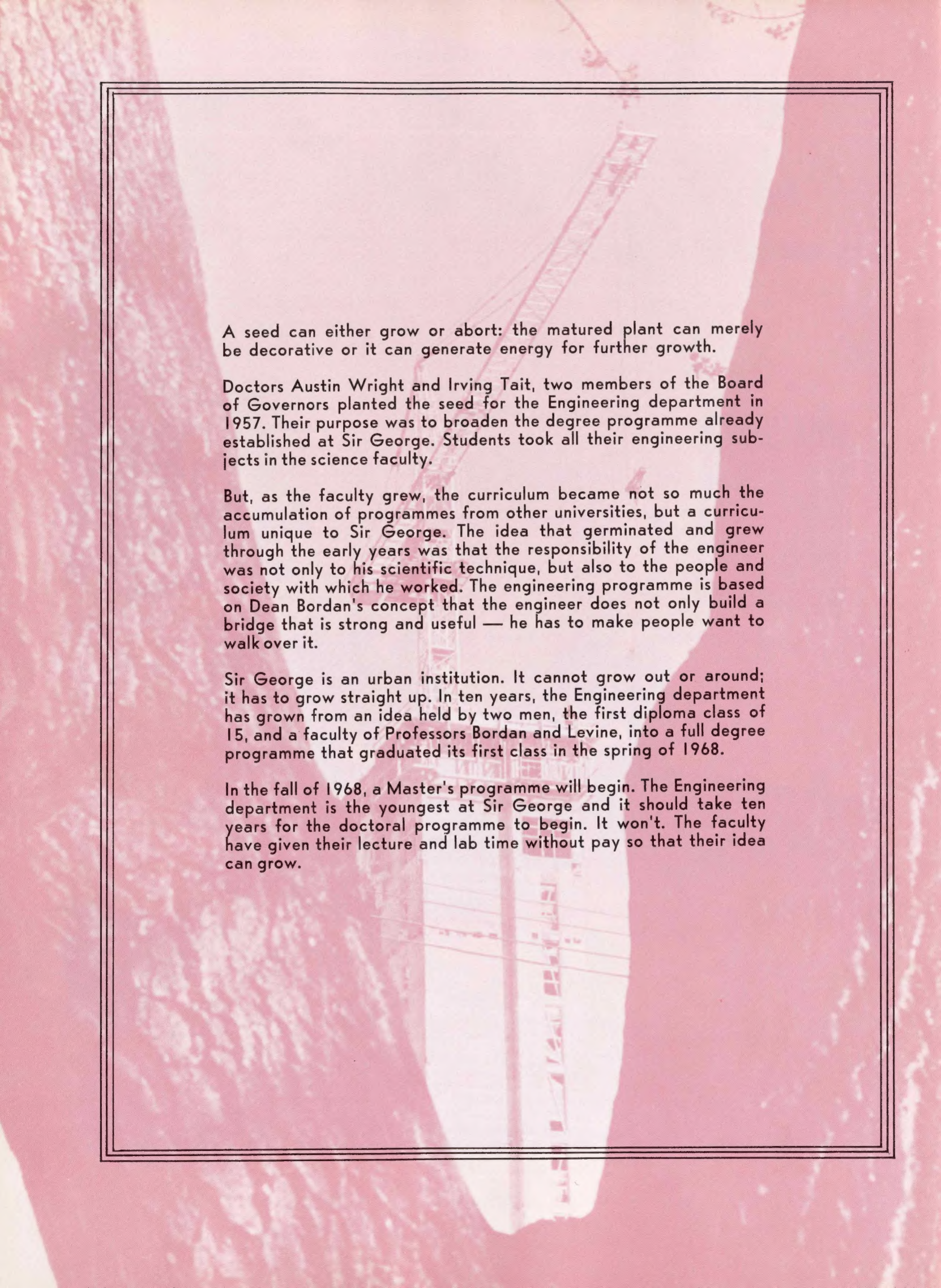
Douglass Burns Clarke
Vice-Principal (Academic) and
Acting Principal, January-September, 1968



Douglass B. Clarke
Vice-Principal

Henry F. Hall
Principal Emeritus

Robert C. Rae
Principal and Vice-Chancellor



A seed can either grow or abort: the matured plant can merely be decorative or it can generate energy for further growth.

Doctors Austin Wright and Irving Tait, two members of the Board of Governors planted the seed for the Engineering department in 1957. Their purpose was to broaden the degree programme already established at Sir George. Students took all their engineering subjects in the science faculty.

But, as the faculty grew, the curriculum became not so much the accumulation of programmes from other universities, but a curriculum unique to Sir George. The idea that germinated and grew through the early years was that the responsibility of the engineer was not only to his scientific technique, but also to the people and society with which he worked. The engineering programme is based on Dean Bordan's concept that the engineer does not only build a bridge that is strong and useful — he has to make people want to walk over it.

Sir George is an urban institution. It cannot grow out or around; it has to grow straight up. In ten years, the Engineering department has grown from an idea held by two men, the first diploma class of 15, and a faculty of Professors Bordan and Levine, into a full degree programme that graduated its first class in the spring of 1968.

In the fall of 1968, a Master's programme will begin. The Engineering department is the youngest at Sir George and it should take ten years for the doctoral programme to begin. It won't. The faculty have given their lecture and lab time without pay so that their idea can grow.

The Engineering professor teaches the facts and concepts of a particular science. He then proceeds to show how the science and technology are intricately involved in all institutions and activities.

His primary responsibility though, is to ensure that a measure of humanity is reflected in the minds of the men who design the mechanisms in this age of technology.



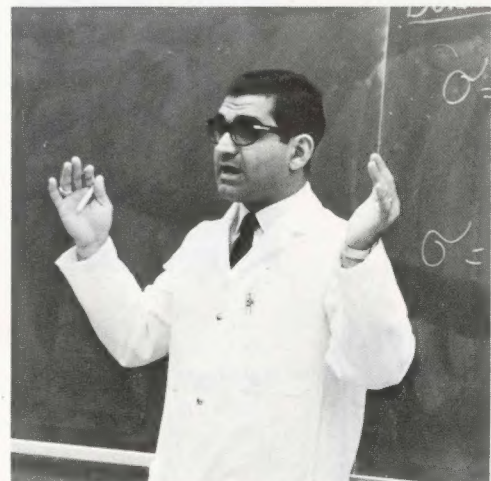
Dr. M. McC. Douglass, Assoc. Prof. Chairman, Civil Eng. Committee.



Asst. Prof.
Otto Schwelb
Electrical Engineering



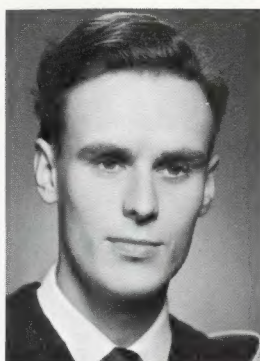
F. D. Hamblin
Assoc. Prof.
Mechanical Engineering



Dr. M. O. M. Osman
Asst. Prof.
Mechanical Engineering



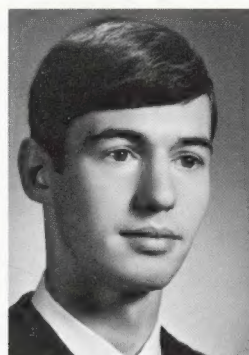
GUY R. ABRAM
Montreal
Mechanical



MICHAEL AYRE
Civil

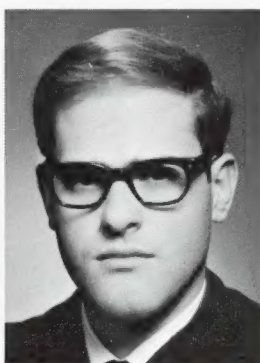


RALPH BACKMAN
Mechanical

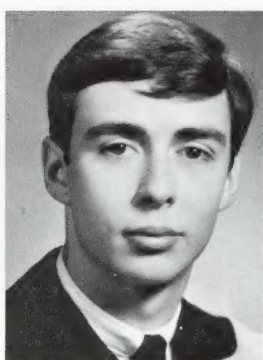


HARVEY BARTH
Montreal
Civil

NORMAN BORDAN
with Distinction
Montreal
Electrical



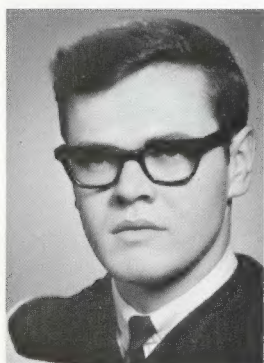
HARVEY L. BORSUK
Montreal
Mechanical



ROBERT M. BRITEEN
Trois-Rivieres, Que.
Electrical



HAROLD H. A. DEBOR
Germany
Civil



ROBERT DORAN
Montreal, Que.
Mechanical



GEORGE STEPHAN DUDAS
Hungary
Mechanical

TASSILO J. EILERT
Germany
Mechanical



GABOR ELIAS
with Distinction
Hungary
Electrical



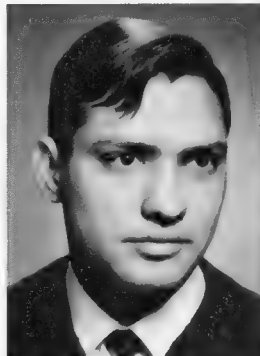
RONALD FABI
with Distinction
Montreal
Electrical



VILMOS GYULA FODOR
Hungary
Mechanical



RONALD IRA GAMBLE
Montreal
Mechanical



DEVINDER KUMAR GARG
India
Electrical



DENNIS M. GILLESPIE
U.S.A.
Mechanical



MARCEL GREGOIRE
with Distinction
Montreal, Que.
Civil

ROBERT J. HEATH
Stanstead, Que.
Mechanical



GARY L. HELMER
Montreal, Que.
Civil





PHOTO: M. SULTSON

The engineer's role is more than "building a better world." He must provide the link between raw science and consumer products. The engineer can do this because of his training in science, economics, experimentation, and his knowledge of the gap between theory and practice.

Engineering has frequently been underrated and misunderstood. The engineer has always been an integral part of society but has remained unrecognized because of the nature of his work. Unlike the doctor or lawyer, the engineer has had little public contact and consequently no direct audience with whom to speak.

The social structure of the university is one of the best means of enabling the engineer to communicate and to be understood. Yet, even here, the misunderstanding between disciplines continues mainly because the academic responsibilities of the engineering student leave him little time to participate fully in university encounters. If the engineer desires to be understood in the university atmosphere, the solution may be more activities which combine the efforts of many faculties so that ideas may be communicated directly.

The engineer contributes to his community through the designs which affect public life: it is this that has been underrated. It is only recently that the engineer has been recognized as more than a passive element in society because it is known that he is designing and building medical equipment, rapid transit systems and satellite communications.



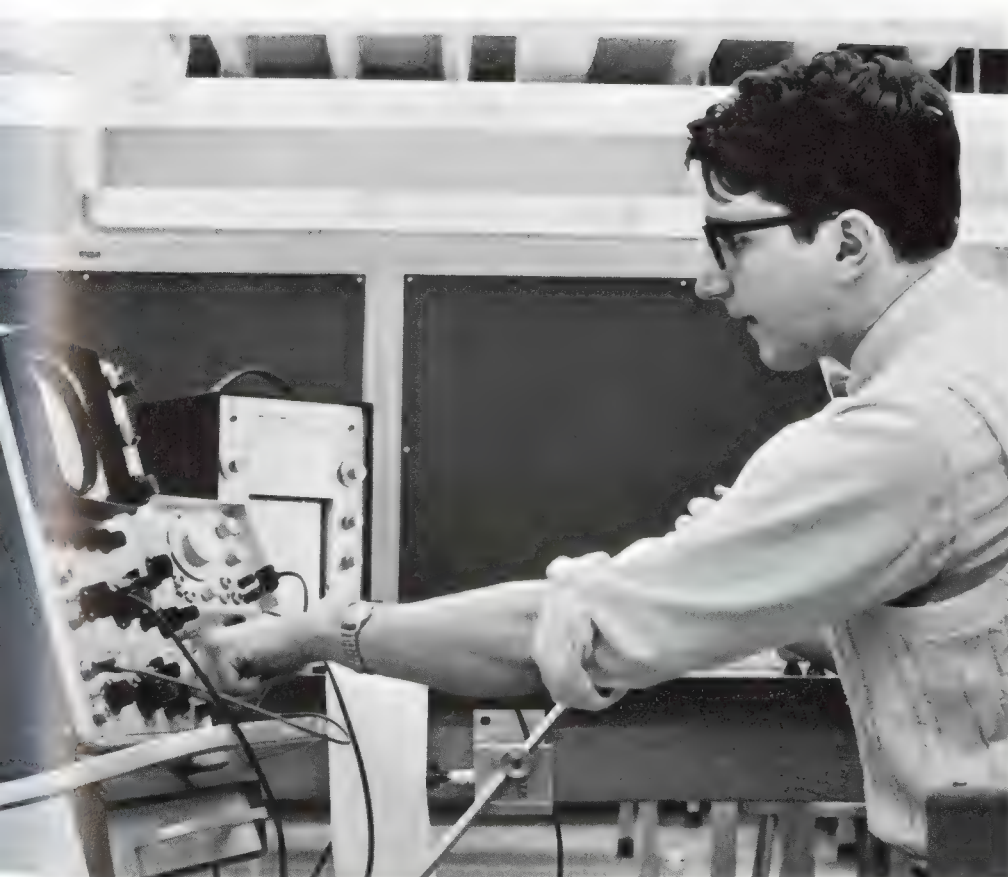
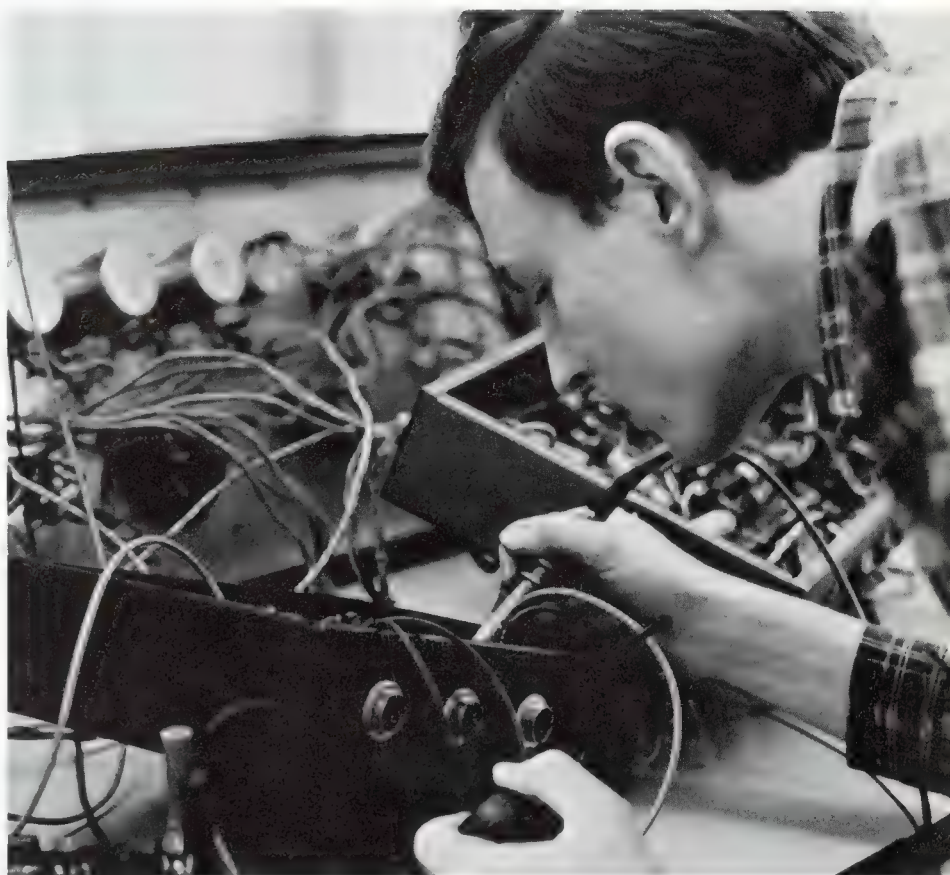
Once, I used to dream of becoming an engineer and getting rich. In retrospect, my main reason for choosing engineering was a desire to understand what made things tick.

The civil engineer works with steel and concrete; the mechanical with machines and fluids. You can detect these materials with the senses; you can't touch an electron. Electrical engineering is one of the more abstract forms of the profession: it is the manipulation of an intangible force to provide basic functions upon which our society is so dependant.

The engineer has a privileged point of view in the present intellectual revolution because he is called upon to develop new ideas into hardware. He must be an artist working with mathematics and physics. His satisfaction is derived from seeing ideas grow into functional entities which help to improve our civilization.



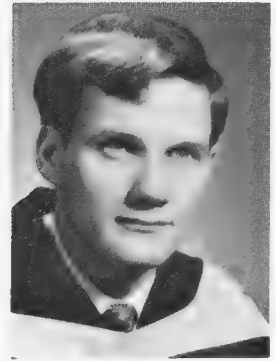
There are several reasons why I chose engineering for a career. I felt the goals set in high school were too narrow and my desire was to break away from the traditional role of Chinese restaurant or laundry worker. The answer lay in higher education and since we are living in a technological society, I feel engineering is the ultimate passport to by-passing prejudicial barriers.



Engineering to my mind is a practical art; the art of using science for the benefit of people. It is always evolving and progressing towards better ends. It is a demanding profession.



**NORMAN H.
JEWELL**
U.S.A.
Mechanical



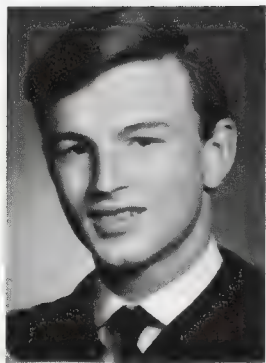
PAUL KAMBULOW
Civil



**STEWART F.
KENNEDY**
Montreal, Que.
Electrical



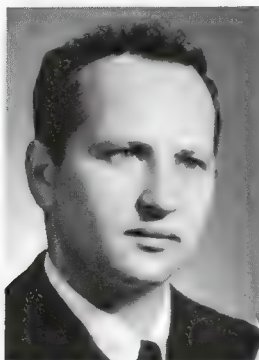
**BERNARD H.
KOTANSKY**
Montreal, Que.
Civil



HUGH LA RIVIERE
Sherbrooke, Que.
Electrical



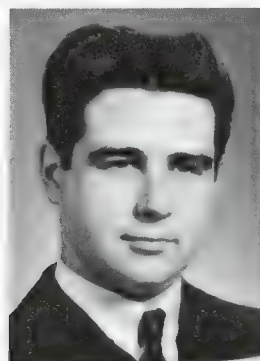
BILL LEE
China
Electrical



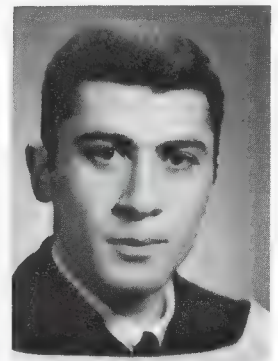
AKIVA MARKUS
Israel
Civil



**JEFFREY A.
McDONALD**
Yarmouth, N.S.
Mechanical



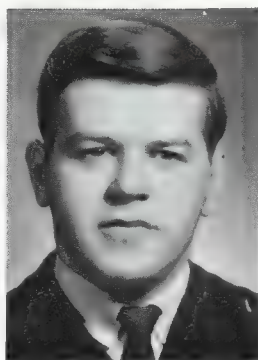
EDMUND MIRON
Verdun, Que.
Electrical



**PETER
MOJASSAMIAN**
Egypt
Electrical



**TERRENCE GREY
OSBORNE**
Brome, Que.
Civil



HYMAN A. POSNER
Mechanical



**BERNARD E.
ROKAS**
Montreal
Electrical



**STEFANO
ROMANELLI**
Electrical

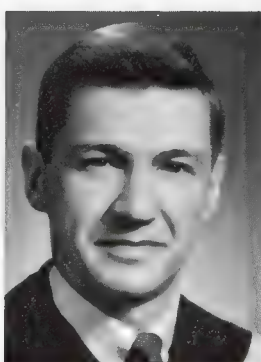
**MORRIS M. A.
SHAK**
Israel
Mechanical



LESLIE STOCH
Lithuania
Electrical



ATTILA SZEPESI
Hungary
Civil



L. G. TREMBLAY
St. Paul, Alta.
Mechanical



**SEIMER H. L.
TSANG**
with Distinction
Mechanical



**LUCIANO
VOZZELLA**
Electrical

**DAVID GEORGE
YOUNG**
Montreal, Que.
Electrical





When the day opens and the day ends students in the lobby search for action. They seek to apply their knowledge, they seek for avenues of discourse with novel approaches. Perhaps they realize that the university is a giant processing plant and their steady escalator rides are symbolic re-enactments, but they also realize that spontaneity must be sacrificed for availability. Everything must be compact and immediate. And to walk every day of the winter over the soggy red carpet is to have a symbiotic relationship with the stone and the glass, looking for meaning and relevancy. Directly outside tons of metal hurtle at 40 mph.





From massive pillars, from crude concrete of the indoor campus spring blood drives. In the shadows depraved artists are doing their thing, their blood types mutated by that thing, by all the things flaunting their barrenness. Speakers enter into a dialogue of blood types. Loudspeakers invariably blare some mocking infidelity, to nonsense about nothing. Our derangements are arranged in perfect footsteps, familiar patterings designed to give structure to trivia, to our sanity.

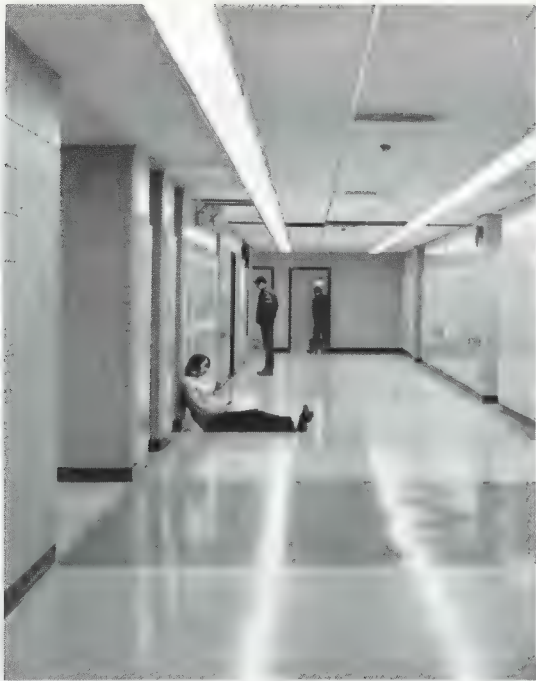


*I saw your letter in the Georgian.
Yah? What d'ya think of it?
I didn't read it. I just saw it.
Oh.*

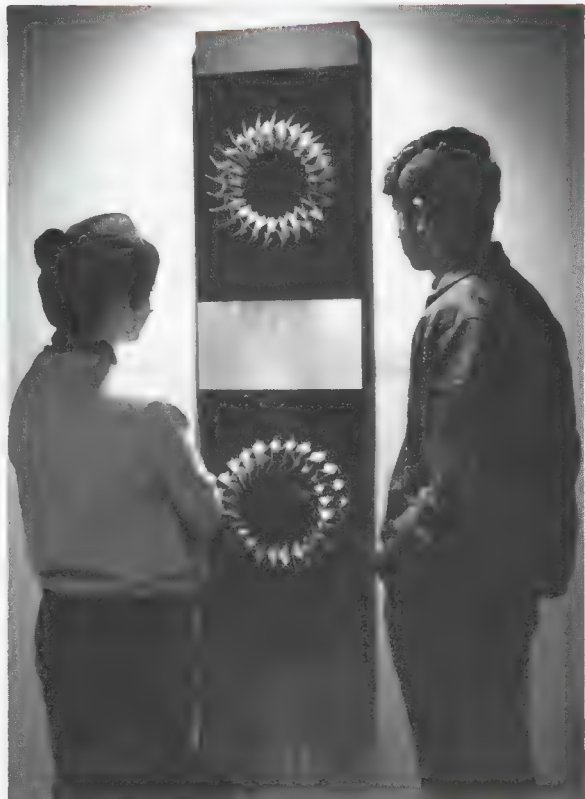




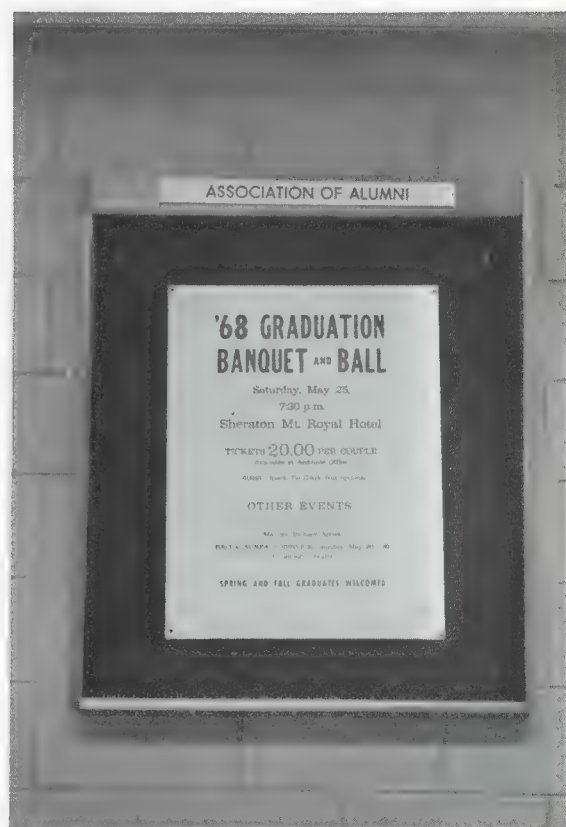
*Everybody looks alike.
Ah, we're all students. That's why we all look alike.
Well, at least, my name sets me apart. That is my identity.
And your student number.
Yah, and my student number.*



Long neonlighted corridors filled with students rushing about, laughing, arguing, discussing, pleading. Change. Conflict. Let US Become Aware. The corridor leads on from classroom to classroom. Let Us Solve The World's Problems. At night the hallways and corridors are quiet. The walls do not resound of conflicts. Only the solutions are barely noticeable like falling dust.



They're marching to the consulate. You going too?
Just as soon as I get a placard.
But why?
Everybody is going. Aren't you?
No.
Why?
Because everybody's going.





*I love a parade. I love a parade. I love a parade.
I'm freezin' ta hell.
I love a parade. I love a parade.*



Ascending or descending, students suddenly become lost here, duty and responsibility evaporate in the discovery that the cafeteria surrounds them, that there is nowhere to go but in and only with the rushing myriads that clog the dining areas in search of relief of action of a place to sit down and be noticed, and less often, in search of food. And steadily rising prices seem to be no deterrent.



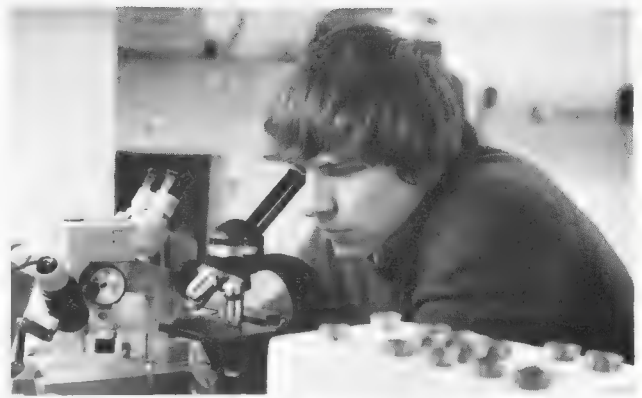
*The noise. The faces. The smell. I just can't grasp a meaning. A purpose.
But you try to understand it all, don't you?*

Yes, I try but . . .

. . . But there is your meaning and there is your purpose.



Doors are means to an opportunity. The more doors the more opportunities. They should entail more than the possibility of progressing from one point along a plane to another point. Too often, though, they signify merely that.



*Was it Plato or Aristotle?
 Is it 98.4 or 89.4?
 Should I paint it blue or green?
 Maybe the length is 109 feet instead of 107?
 The caudal fin or the pectoral?
 Am I right or wrong?*

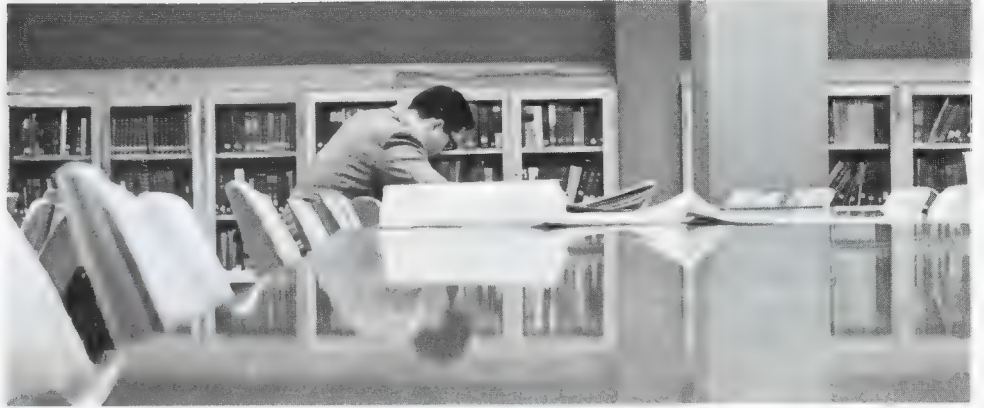
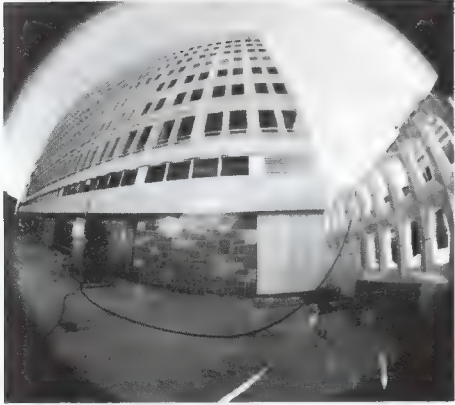


In the aura of countless pasts and futures, the student spends diligent hours in the quiet atmosphere of the reference library. The student is advised not to attempt to withdraw a book, however. For this involves an uncomfortable period of waiting, an even more uncomfortable disclosure that the book is not available, and that the one or two other books desired are for reference room use only. Besides, chances are the book will not even be on file.





There seems to be one undeniable truism in university life; as long as there are exams there will be cramming. Instead of encouraging students to purchase compact notes from Hymie's Snack Bar on the eve of an exam or experimenting with computer tests, more emphasis and support might be given to co-curricular programming which may ultimately alleviate exam pressure if more time is spent on professor-student relationships. At least one can sympathize with the student, when just before descending into the garage, he realizes that the whole year is to be re-enacted on some small yellow cards with the help of a soft lead pencil.



*This place has really changed.
It sure is getting big.
There's still no more room for us.
Only our memories.
It makes me feel sort of sad and corny.
Ah, the corniness you feel is just because you're afraid to admit
you really loved this place. This pregnant building block.*



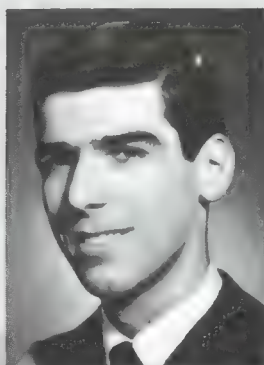
FRANK PETER ALA
Montreal, Que.



NAZIR ALI
Trinidad, W.I.



JAMES S. ALLISTER



JOSEPH A. ANGELUS
Czechoslovakia



GRAHAM AVERY
Halifax, N.S.
Management

Roger Eric Appleton
Roy Edmund Arnold
Don A. Berardinucci
with Distinction



JOHN DAVID BADIAN



DONALD BAKER
Lachine, Que.



HARRY BANIKIN
Corner Brook, Nfld.



JOHN E. BATES
England



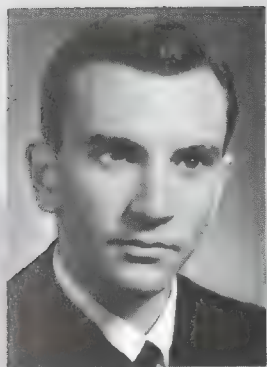
LOUIS BAUM
Germany



GARRY JAY BEAGLE



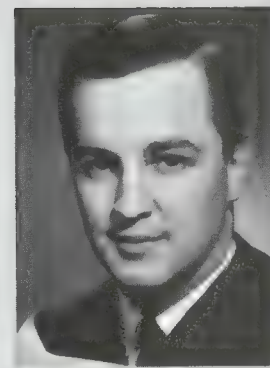
D. H. BERNIER
Montreal, Que.



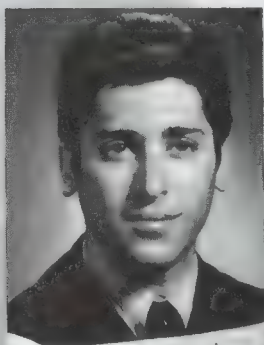
HARVEY BETSALEL
Montreal, Que.



ROOLAL M. BISSESSAR
Trinidad, W.I.



RONALD ARCADE BLAKE
Montreal, Que.
Accountancy



SAUL A. BLANT
Montreal, Que.
Accountancy

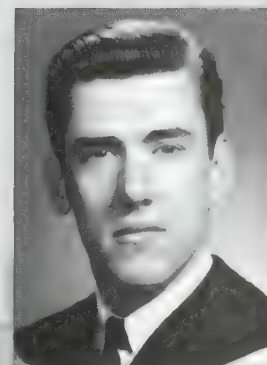


KENNETH A. BLENKHORN

Robert S. M.
Berube
Arthur Gordon
Betts
Thor Blyszczak
Douglas Peter
Brown
Rudolph Lloyd
Bruno
Marvin R.
Bucovetsky



BARRY B. G. BORER
Accountancy



WILLIAM D. BRAGGER



DAVID ANDREW BRASH
Toronto, Ont.



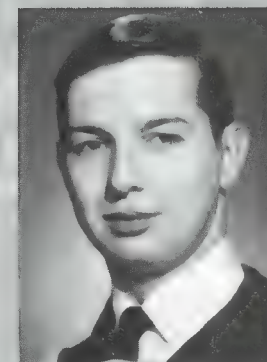
PHILIP BROWMAN
Montreal, Que.
Marketing



BERNICE V. BROWN
Jamaica, W.I.



ROBERT BLAIR BRYSON
Montreal, Que.



WALTER J. BULA
Windsor, Ont.
Accountancy



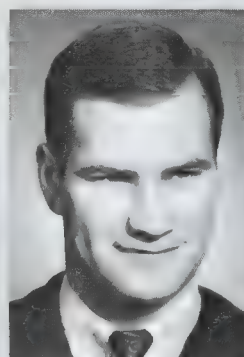
**SUSAN V.
BULMER**
Montreal, Que.



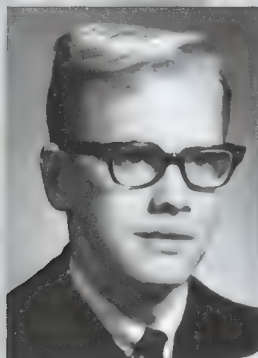
ROSS H. BURROWS
Montreal, Que.
Finance



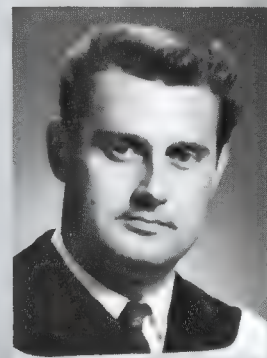
**MICHAEL G.
BUZAS**
U.S.A.



**J. DOUGLAS
CAGEORGE**
Montreal, Que.



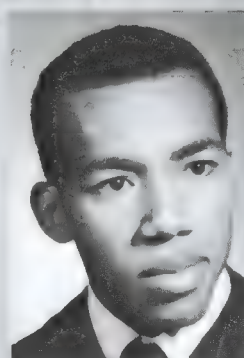
**ROBERT W.
CARTLIDGE**
Finance



**JOHN HENRY
CERIKO**
Montreal, Que.



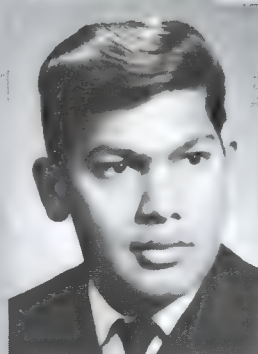
SIK HO CHAK
Hong Kong
Management



**CHARLES W.
CHAMBERS**
Jamaica, W.I.
Accountancy



**JANET LAI KUM
CHAN**
China



**ANTHONY A.
CHARRAN**

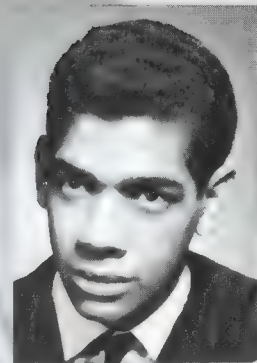


**ANTHONY GIL-
BERT CLARK**
Montreal, Que.

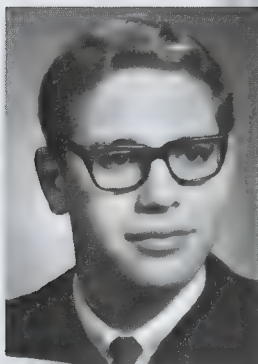
Derek M. Chatfield



**TIMOTHY OLIVER
CLARK**
Montreal, Que.



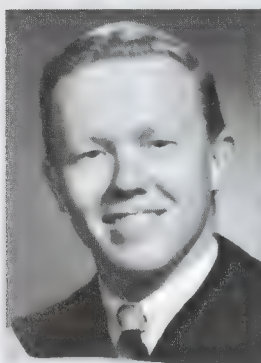
TERRY CLARKE
St. Lucia, W.I.
Management



MICHAEL COHENE
Montreal, Que.



**GORDON R.
COLBY**
Ottawa, Ont.
Management



**VERNE BRIAN
COLE**

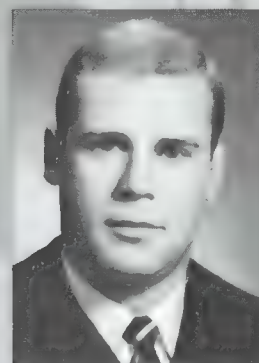


**J. RONALD
COLEMAN**
Montreal, Que.

Bruce E.
Cottingham
Neil T. P. Culbert
David J.
Cummings
Leonard W. A.
Davis



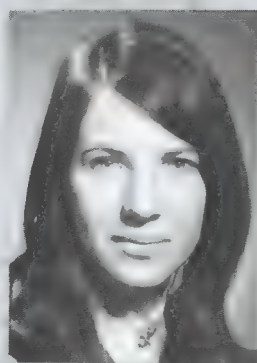
ALLEN H. CURRIE
Management



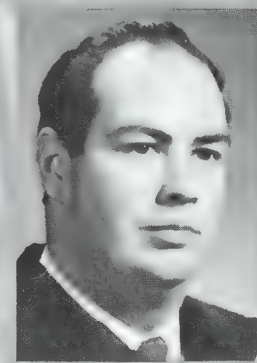
**KENNETH M.
DAVIS**
Montreal, Que.



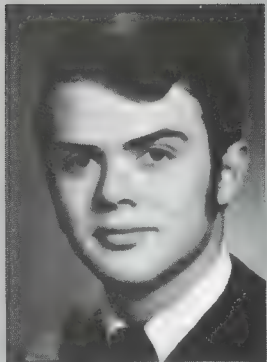
WAYNE E. DEANS
with Distinction
Montreal, Que.



**ULRIKE
de BRENTANI**
with Distinction
Germany
Marketing



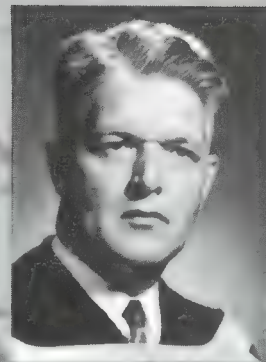
**GUY J. S.
de BROIN**
Management



**THEODORE V. R.
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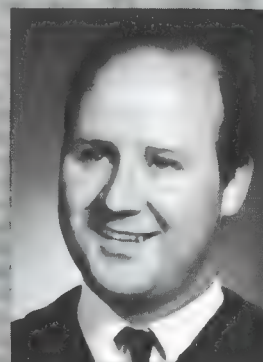


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George J. Diplarakos, B.A.
William G. Findlay
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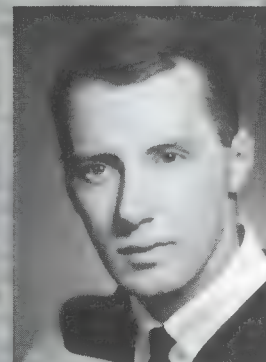
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STEIN**
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Accountancy



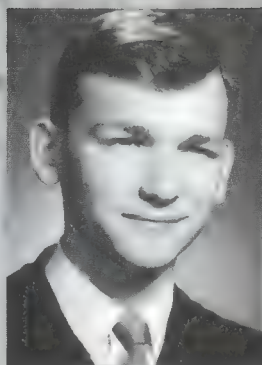
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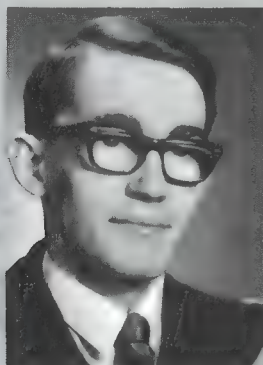
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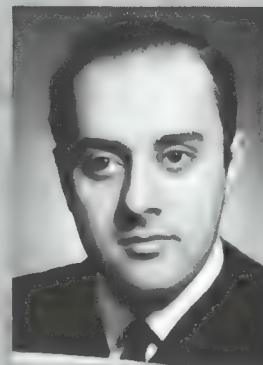
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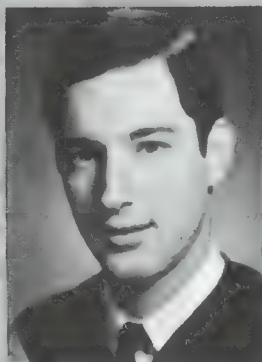


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PETER W. GRIER Jr.
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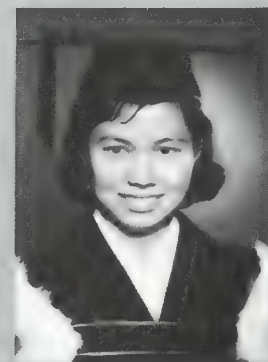
MARK HANDELMAN
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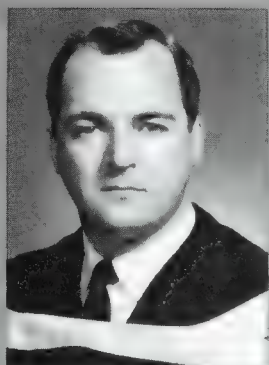
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**DEREK GEORGE
KAY**



GARY IAN KAYE
Montreal, Que.
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**KENNETH CHUN
KWOK KO**
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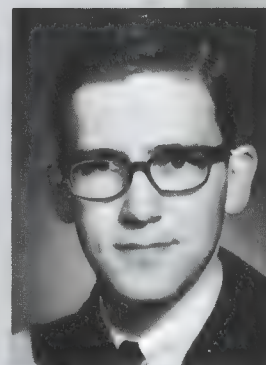


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David Neilson Laing
Pierre Lamarche
Allan Sheldon Lonn
Harold Lorimer
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Robert J.
MacCallum



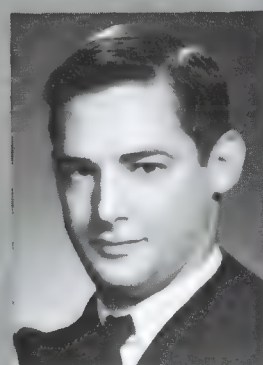
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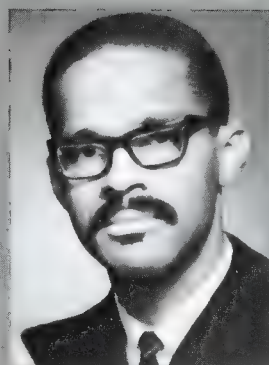
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England
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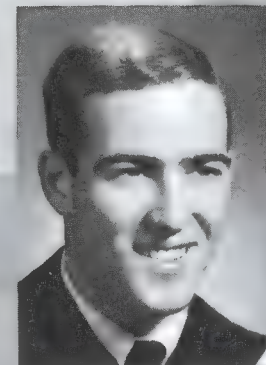
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MARTINEAU**
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**JAMES EVAN
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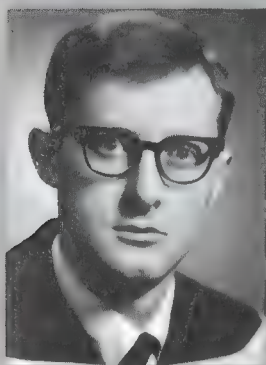


**CYRIL GERALD
McCRADY**
Montreal, Que.

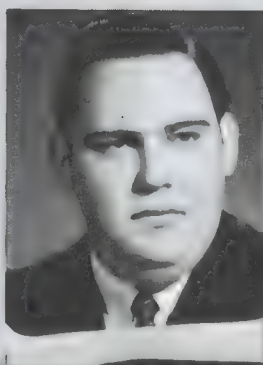


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Wayne D.
McDonald
Ted J. Metayer Sr.
Augusto Minicozzi
Robert Donald Neal
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**DOUGLAS H.
MEADOWS**
Montreal, Que.



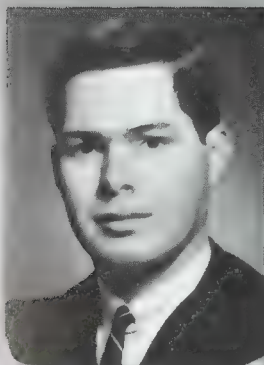
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MEEHAN**



DANNY MILLER
with Distinction
Montreal, Que.
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**JAMES A.
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Oshawa, Ont.



**DAVID G.
MOTHERWELL**
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**JOHN ARNOLD
NEYSMITH**
Montreal, Que.



LESLIE ORNSTEIN
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PORTER**



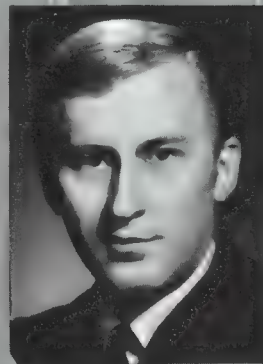
PEARL PRITCHARD
Trinidad, W.I.
Accountancy



**ROBERT D.
PROCTOR**



**BURTON DOUGLAS
PROPHET**
Montreal, Que.
Accountancy



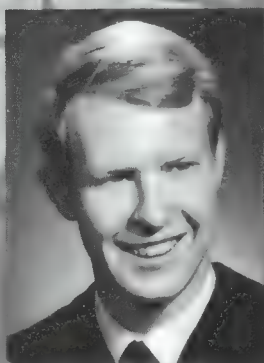
ERIK PURRE
Sweden
Marketing



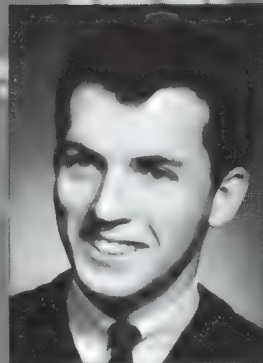
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Montreal, Que.



**RAYMOND C.
RACETTE**
Montreal, Que.
Accountancy



DAVID C. RAE
Montreal, Que.



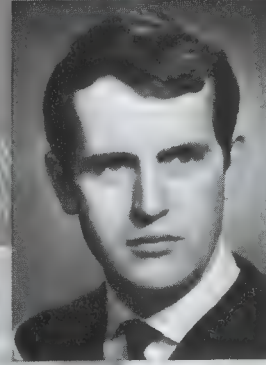
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**DAVID W. T.
RATTRAY**
Sherbrooke, Que.
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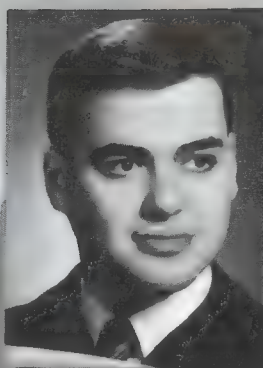
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RENAHAN**
Montreal, Que.
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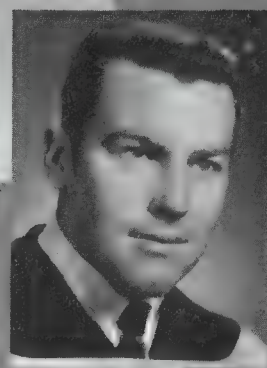
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Austria



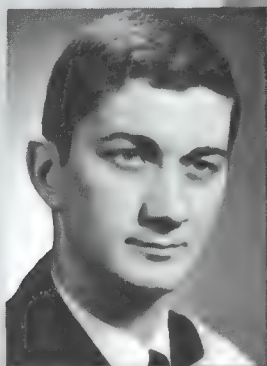
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ERICK RILES**



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Montreal, Que.
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**WILLIAM BARRY
RUSSELL**
Montreal, Que.
Economics



ALBERT SARAGOSSI
Egypt

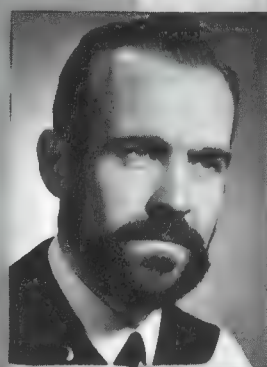


**LEOPOLD RAPHAEL
SAURO**
Montreal, Que.

Helen A. M.
Robertson
William M. Robson
Henry Robert
Roman
with Distinction
Gerhard H. L.
Schmidt
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Harvey Sheyd-
wasser
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E. H. SCHINDLER
with Distinction
Germany



UDO SCHONBERG
Germany



**HELMUT G.
SCHROETER**
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ISAAC SCHWARTZ
Montreal, Que.



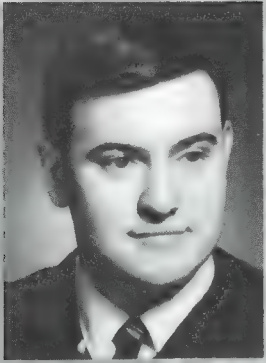
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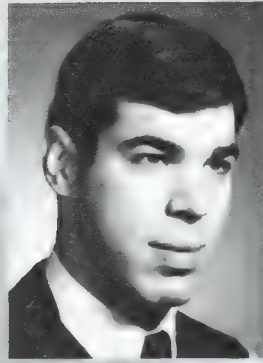
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England
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with Distinction
Montreal, Que.



CHARLES F. STONE
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ERNEST STRAUSS
Hungary

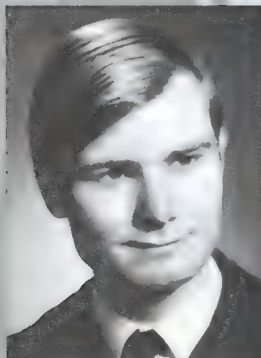
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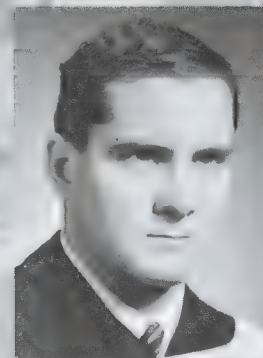
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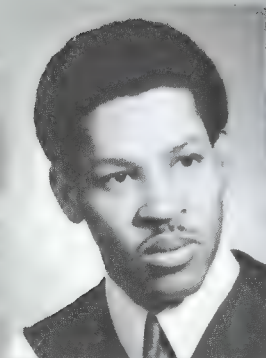
ABIE TEVEL
Germany



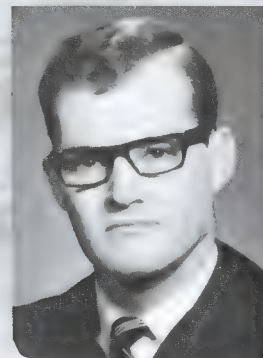
MICHAEL THOMPSON
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DAVID TILDESLEY
Montreal, Que.
Quant. Methods



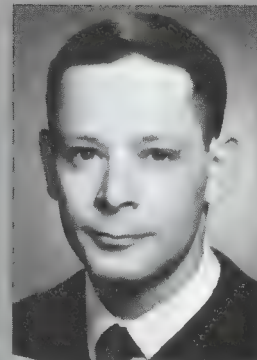
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BERNARD TREMBLAY



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**MICHEL VAN-
LEEUVEN**
Holland



BERNARD VELDT
Holland
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Montreal, Que.
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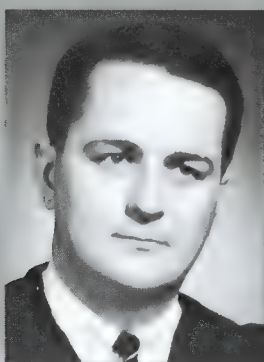
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Richard Vogel
Edward Mudie
Wilkie



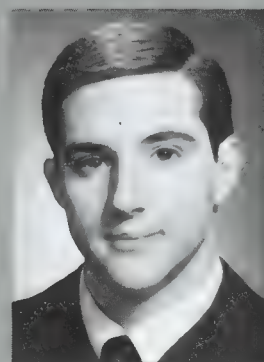
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WATTERS**
Montreal, Que.
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**CHARLES JOHN
WEEKS**
Vancouver, B.C.



JOHN F. WEGENER
Montreal, Que.



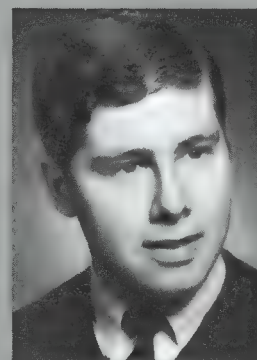
**LEONARD M.
WOLMAN**
Montreal, Que.



**DAVID CLIFFORD
WONG**
Accountancy



**WILLIAM A.
YEOMANS**
Montreal, Que.

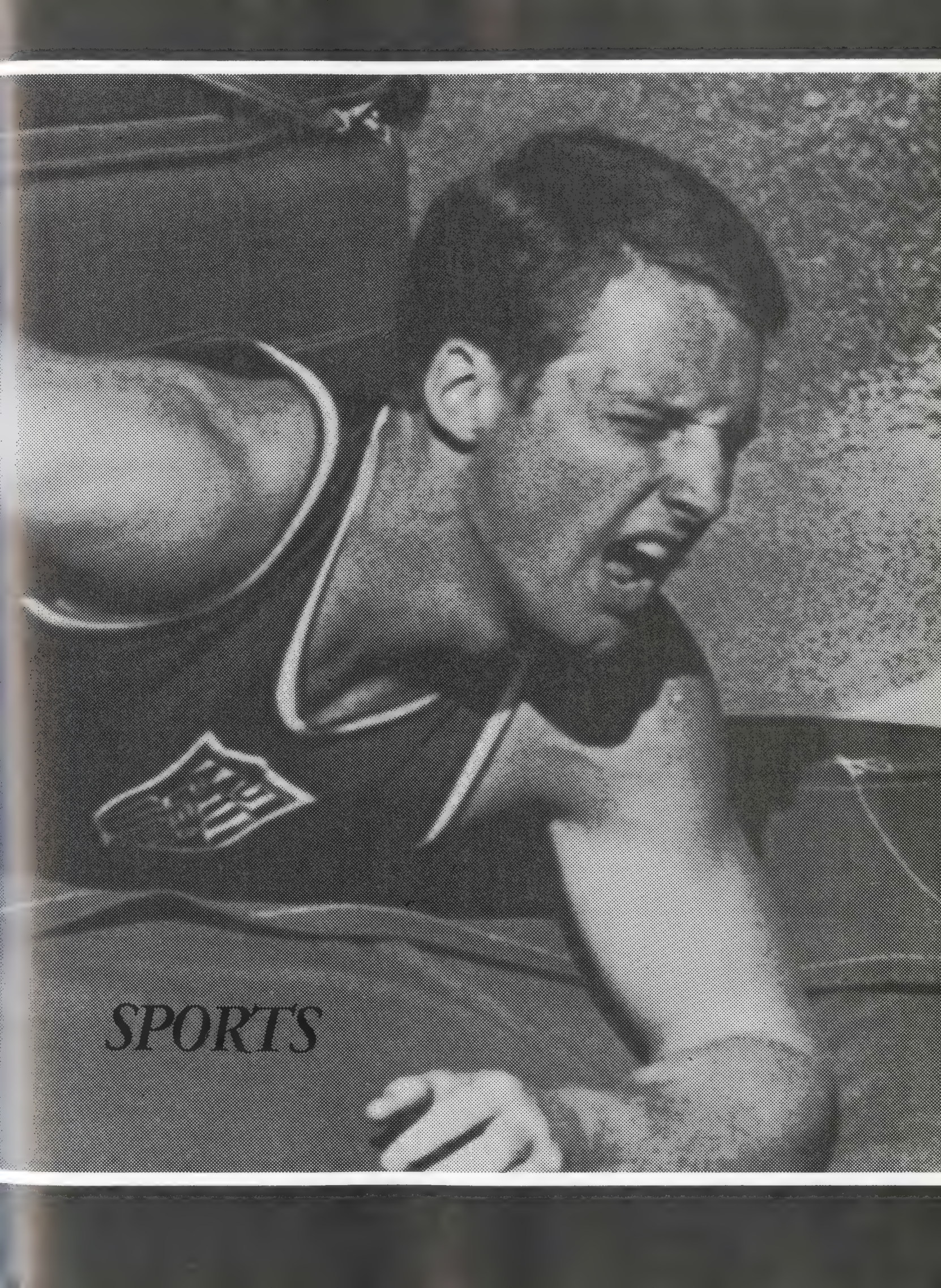


MORRIS ZAND
Germany
Marketing

North American multiversities depend on athletics for financial solvency. Sir George has no athletic facilities and yet it is consistently able to collect teams for many inter-collegiate sports.

Individual or team sports add to a student's complete education. Those who participate, meet, study and compete together. The comradeship that inevitably grows and the satisfaction of learning and showing skill provide many students with the opportunity for personal and private satisfaction within a frequently cold and impersonal environment.





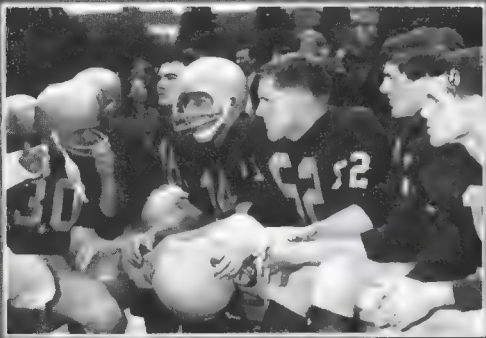
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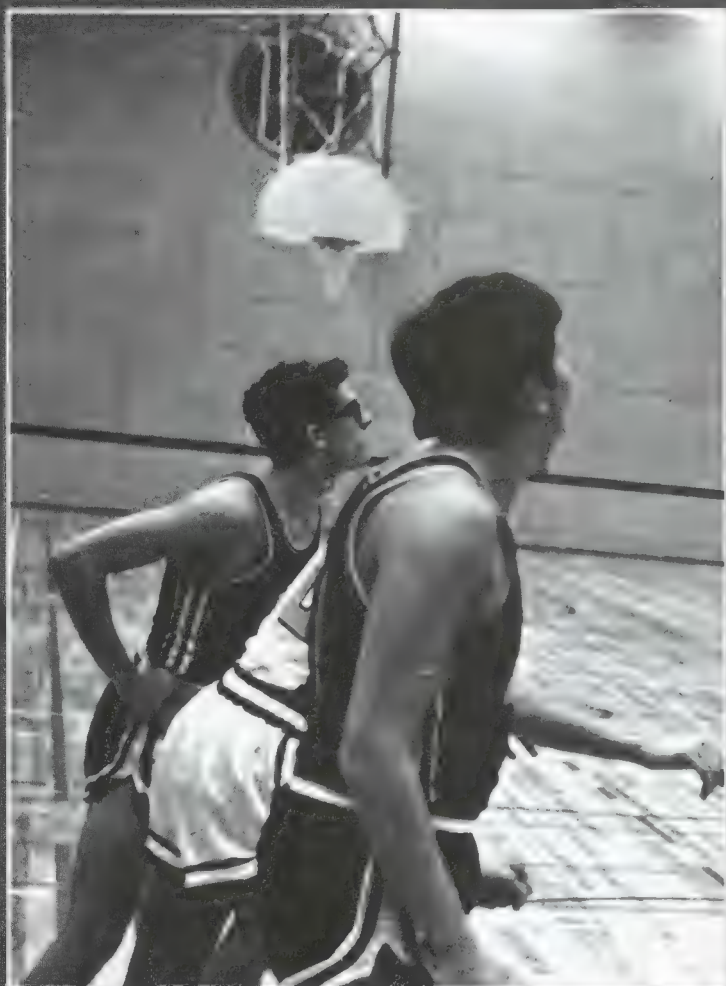


Sir George tried something new this year: football. It was a difficult season. The Georgians lost their first game 37-0 to MacDonald College. They lost 26-6 against the McGill Indians while Elias Marcellus scored the historic first Sir George touchdown. College Militaire Royale romped to a 42-0 win. And the Georgians lost to Trois Rivières.

However, the Georgians were able to control the contest in Kingston and defeated Royal Military College 2-1. On a rainsoaked field, they beat Loyola 7-0. A first season record of 2-4 is a credible performance.

Sir George's embryo team suffered this year: there were never enough players; serious injuries sidelined key personnel and the Georgians struggled for team unity on the field. The season was not a disappointment for head coach Frank Elk because many players will return when the Georgians enter the Central Inter-collegiate Football League next year.





Ever since Coach Fred Whitacre came to Sir George, the season has started off with basketballs everywhere. Players carry basketballs, eat with basketballs and sleep with basketballs.

However, the Georgians finished out of the playoffs for the second straight year. Injuries plagued the team, and at various times during the year, Captain Brian Cunliffe, Rod Ward, Ron Truesdale and Mike Hirsch were not able to play. Richie Campoli's consistently spirited play was obvious all year and kept the Georgians close in many games, putting them over the top in numerous exhibitions. It's not that the Georgians didn't try—the other teams were just a little better.

Coach Whitacre's basketball love-in may be a good public relations gimmick—it does not necessarily produce a winning team.

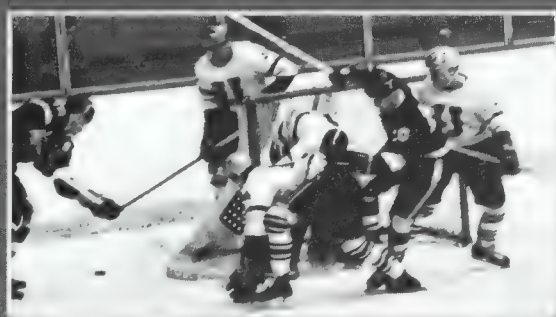




Outstanding players Bob Berry, Brian Chapman, Trevor Kerr, Harry Wenger, Paul Lemire and Bob Ferguson graduated last year, so when Coach Paul Arsenault opened the training camp in October he had to emphasize the importance of strong play from his veterans.

The will and the effort were there but apart from defeating Loyola 4-1 and Sherbrooke 7-5, the calibre of hockey was mostly unexciting.

Coach Arsenault had said it would be a rebuilding year: it was. Defensive play was loose; the netminding was inconsistent. And, the team displayed an unusual disposition against shooting. However, Captain Toby O'Brien, Bill Ellyet, Terry Snell, Ray LeCouffe and others played well and could always be counted on for steady performances. The 16-2 season record did not really surprise anyone because the Georgians placed third in league standings.



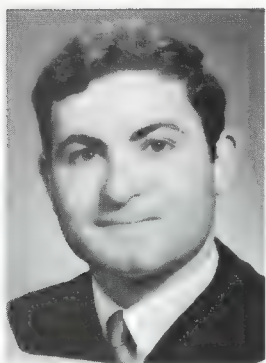


Arnold Izenberg helped form the SGWU rowing team in October, 1967. Head Coach Laurie West came to Sir George with an impressive record; as Head Coach at University of British Columbia, his crews had won a silver medal in Rome, a gold medal in Tokyo, represented Canada at the World Championships in Yugoslavia and collected two silver medals at the Pan American Games in Winnipeg.

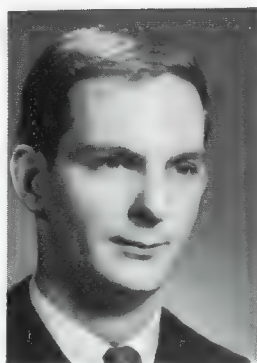
In the preliminary meets, the new Sir George team placed second to University of Western Ontario, St. Catharines and the Brockville Rowing Clubs. One month later at the Eastern Association Rowing Championships, the team placed first in Novice Four, Junior Eight and Senior Eight defeating the Ottawa and Brockville Rowing Clubs. Sir George continued to show its potential at the Olympic trials by finishing second in the Coxless Four and second in the Eights. Finally, the Junior Eights and Fours placed second at both the Henley and P. D. Ross Memorial Regattas in early August.



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ACKER**
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ALLAN**
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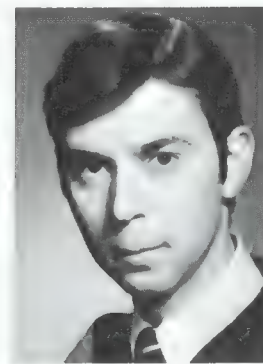


**PAMELA V.
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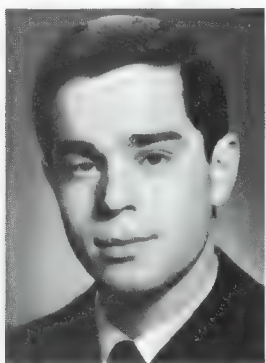
Arie Baraf
Bernadette Beliveau
with Distinction
Yvette Beliveau
Charles Hubert
Berry
Sidney Earl Bick
Denise T. Bouchard
Regent Bouchard
Hugh John Bowser



**LORRAINE
AUTHIER**
Val D'Or, Que.



**ALLAN H.
BERNSTEIN**
Montreal, Que.

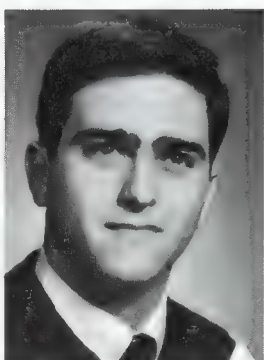


MURRAY BIALEK
Germany



PETER BIRBECK
Jamaica, W.I.
Honours in Math.

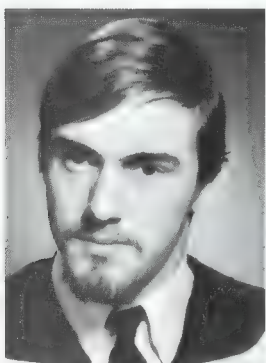
Harold R. Bradford
Michael R. Brand
Allan St. Claire
Brown
Peter Heinz Burger
Graham Hugh
Burgess
Barrington E.
Burgher
Gerald D. Cameron
Toba M. Capelovitch



**AVRUM L.
BRENNER**
Montreal, Que.



ESTHER BRESKI
Germany
Mathematics



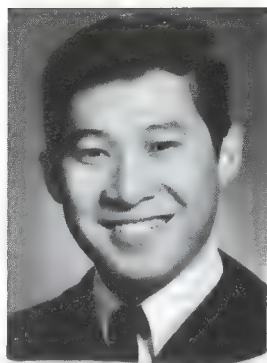
**GUNTER H.
BUBLEIT**
Germany



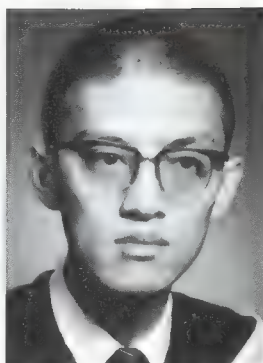
**ERIC PARSONS
CALMAN**
Toronto, Ont.
Mathematics



MARY CARRYER
England
Mathematics



KENNETH CHAN
Hong Kong
Biochemistry



**WOK NGAI WILSON
CHAN**
Hong Kong
Biology



**COLIN THOMAS
CHESSE**



**ROSEMARY M.
CHORNOMYDZ**
Montreal, Que.
Mathematics and
Physics

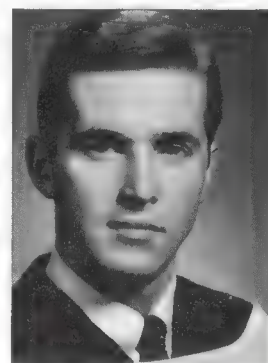


**AMBROSE JOHN
CRESPI**
Italy

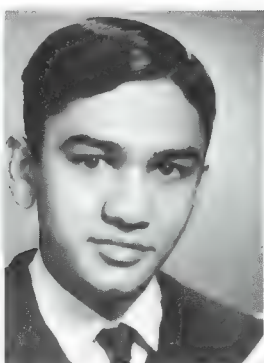
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Reginald Ernest
Fabb
John Wayne Fiset
Donald Furman



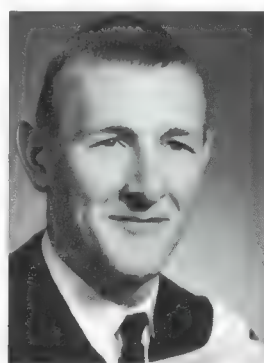
EWHEN CZYZIW
Ukraine



**ROBERT JOSEPH
DOBRO**
Germany
Mathematics



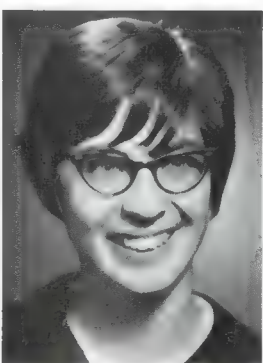
ARTHUR DOOKHOO
Trinidad, W.I.



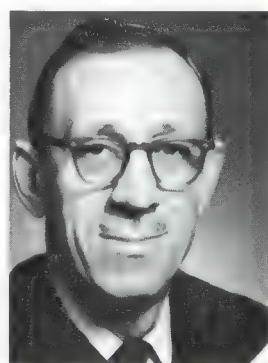
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**ELIZABETH A.
FOGGIN**
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Regina, Sask.
Honours in Math.



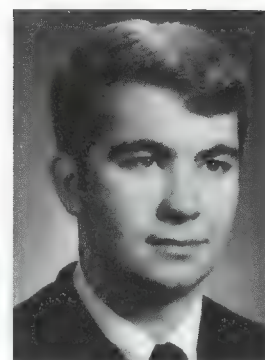
ERNEST W. FOX
with Distinction
Toronto, Ont.
Honours in Math.



**CHRISTINA
GIANNOULAKIS**
Greece
Biochemistry



SUZANNE GRONDIN
Montreal, Que.
Biology



BRUCE HARFIELD
Ottawa, Ontario
Honours in Zoology

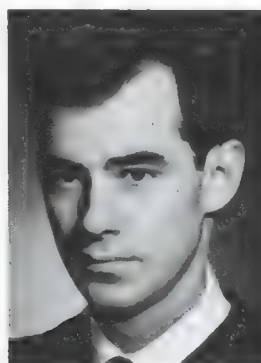


**DANIEL G.
HARGREAVES**
Montreal, Que.



**DONALD BAIN
HATHAWAY**
Deloraine, Man.

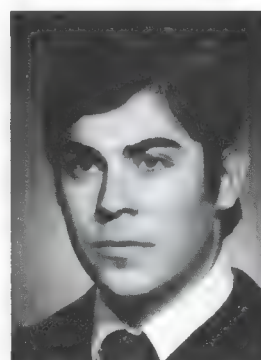
Joseph H.
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Miklos Hartstein
William Muir
Hawes
Felix S. G. Henry
Sylvia Hrycyn
Roger Joseph Huel
Leo Israel
Leroy Frank
Johnson



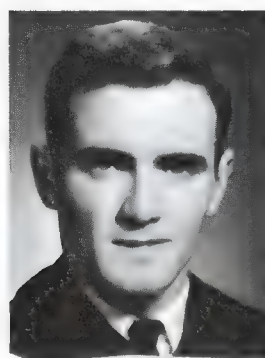
**ERWIN R.
HIRSEKORN**
with Distinction



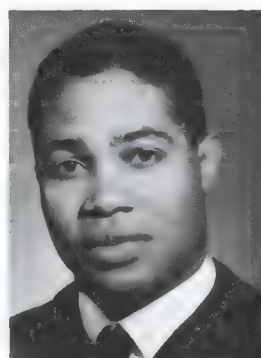
HEATHER IRVING
Montreal, Que.



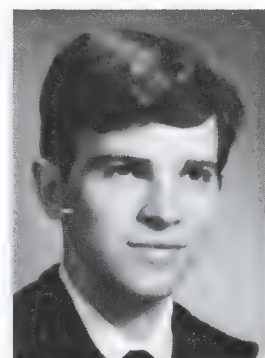
PHILIP ISENBERG
Montreal, Que.



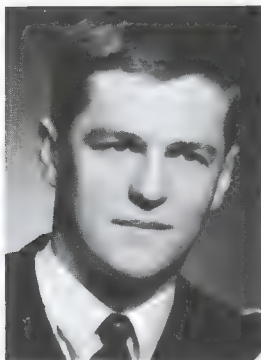
**DAVID JOHN
JARDINE**
Medicine Hat,
Alta.



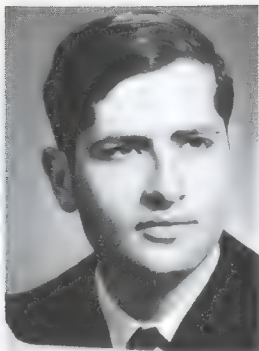
**REYNOLD
MacDONALD JOHN**
Trinidad, W.I.
Biochemistry



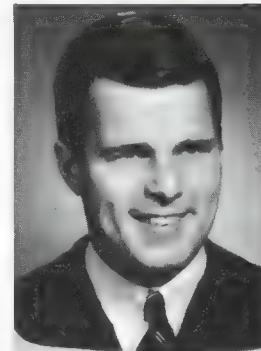
**ERIC NEIL
JOHNSON**
Montreal, Que.



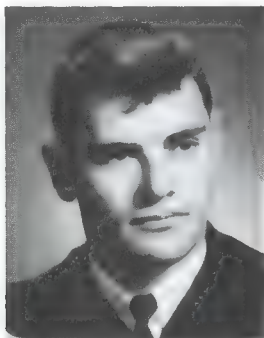
RALPH JONES
Montreal, Que.



JAMES R. KASS
Egypt
Mathematics and
Physics



ANTON G. KEMP
Montreal, Que.



**GEORGE A.
KIRKWOOD**
Montreal, Que.

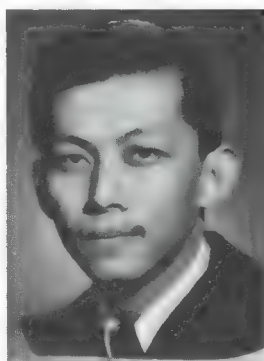


STUART KISHNER
Montreal, Que.
Chemistry

Nathaniel Katz
Darrell Figgis
Keane
Gerald Keller
William Henry
Kiernan
Martin Krampac
Nancy M. C.
Lambert



**JERZY MARIA
KRUYNSKI**



WILLIAM KWA
Shanghai



**MICHAEL J.
LAGIMODIERE**
Montreal, Que.
Mathematics



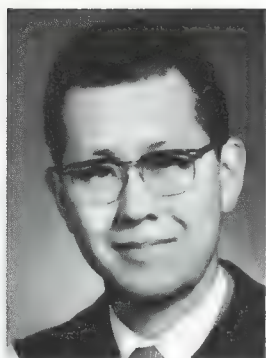
**CHARLES B.
LAPKOFF**
Montreal, Que.
Biology



VICTOR S. LAW
Hong Kong
Biology



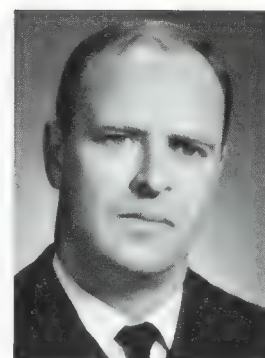
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LAWSON**



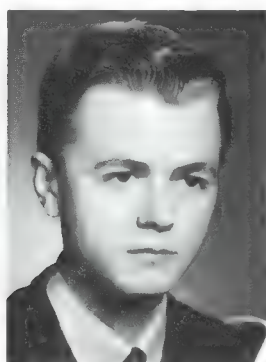
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LEE**
China



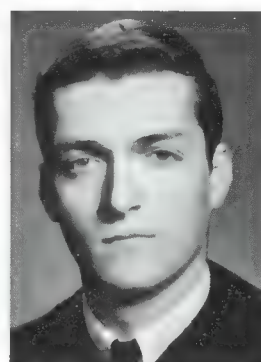
**CHARLES-ANDRE
LEHOUX**



**JOHN KEAST
LESLIE**
with Distinction
Biology

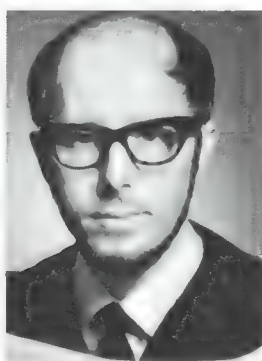


JOHN LE TEMPLIER
Montreal, Que.



HARRY LIBERMAN
Poland
Mathematics

Fritz O. A.
Lewertoff
Roger Lewis
Walter Lorigiano
Harry A. MacKenzie
John Alfred
Marwitz
Leslie Ervin
McCurdy
Lynn Maurie McLeod
Terrance G.
McQuestion



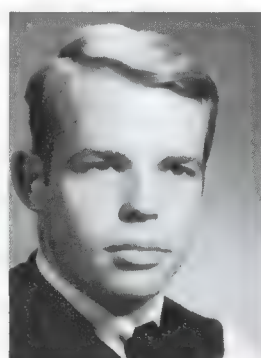
BARRY LOKER
with Distinction
England
Biology



ALEX LOVINGER
Hungary
Mathematics



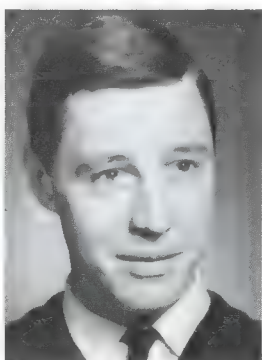
PETER LUCYSHYN
Montreal, Que.



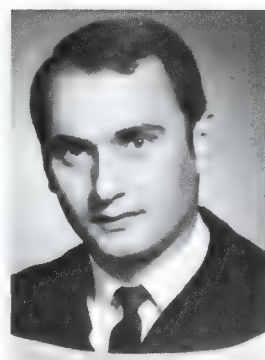
C. R. LYTTLE
Montreal, Que.
Biochemistry



ALLISON MacKAY
Montreal, Que.
Biology



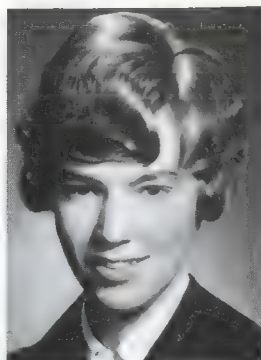
**ROBERT JOHN
MALONEY**
England



LOUIS MARIANO
Italy



WILLIAM D. MELDRUM
Montreal, Que.

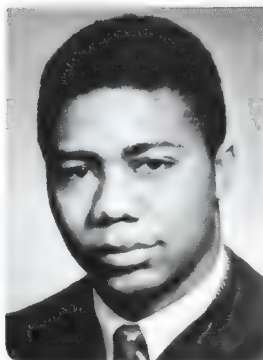


SANDRA CAROL MILLER
Montreal, Que.
Biology



GARY MOFFORD
with Distinction
Montreal, Que.
Honours in Math.
and Physics

Janet Brand Moffat
Cheuk-Yin Mok
Claude J. C. B.
Morency
Clare Adele Morin,
B.A. with Distinction
Arthur Harold
Nagley
George Alan
Napper
Eve Mall Nowacki
Ewald Otterstatter



DOUGLAS EDWIN MOSSOP
Jamaica



GEORGE E. NEWSOME
Hamilton, Ont.



ALEXANDER NITSCHÉ
Poland
Mathematics

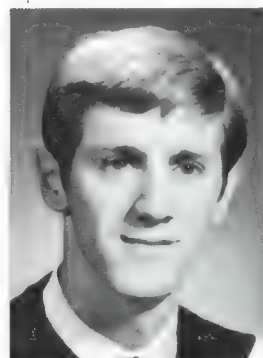


T. C. OLDHAM
Montreal, Que.

Hassmig Partzigian
Paul Easton Pidcock
Mollin B. Rampersad
Jacqueline M. F.
Richard
Gaston J. A. P.
Robitaille
Robert Romanelli
Hans Ruber
Leonard F. Ruggins



JOSEPH PALAZZO
with Distinction
Montreal, Que.
Honours in Math.
and Physics



HENRY POWELL PERKINS
Biology



HOWARD W. REININGER
Montreal, Que.
Biochemistry



ALAN C. RIDGE
Montreal, Que.



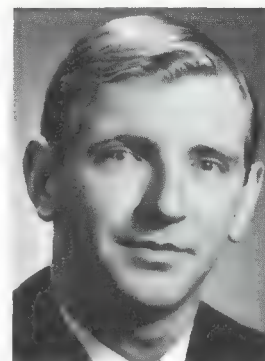
ANTHONY T. R. RUDDER
Barbados, W.I.
Mathematics and
Physics



**ELISE CECILE
RYBICKI**
France
Biology



ALLAN H. SHAPIRO
Montreal, Que.



MICHEL SHINNICK
Montreal, Que.
Mathematics and
Physics

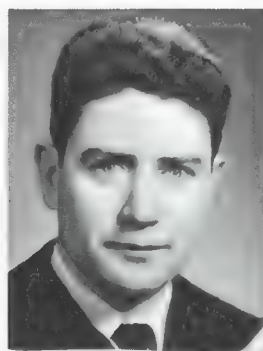


DAVID M. SIGMAN
Montreal, Que.



KEN SNOW
Toronto, Ont.
Mathematics and
Physics

Eric Wilfred Sankey
Miriam F. Satin
William F. J. Shield
Rene L. H. Simoneau
Emilio Carmine
Teoli
Leon Tessler



**MICHAEL JOHN
STAMBOIS**
England



JOSEPH STEINER
Switzerland
Chemistry



ALLAN L. STUART
Montreal, Que.
Biochemistry



**TIMOTHY JOHN
SULLIVAN**
Montreal, Que.
Chemistry



HILLEL TAUB
Italy



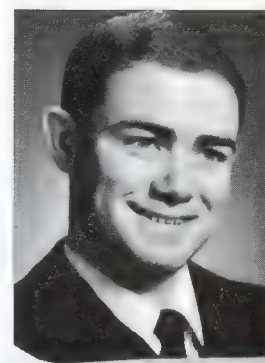
REBECCA TAYAR
Israel
Mathematics



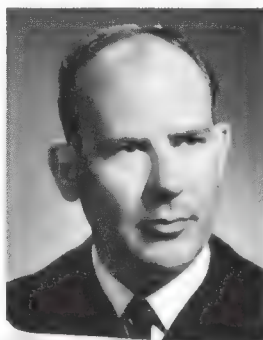
**CAROLE LYNNE
TETLOW**
England
Mathematics



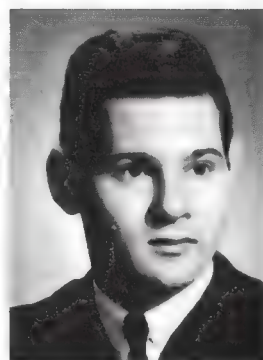
JOAN TOMIUK
Montreal, Que.



**BRIAN KENNETH
TRUDEL**
Biology



**ALEXANDER P.
van der SAR**
Holland



**ARTHUR GARRY
VINEGAR**

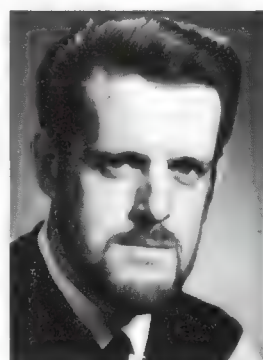
Joseph J. G.
Thibaudeau
Donald Clinton True
Werner Paul
Valentin



**KENNETH
WAIWOOD**
Winnipeg, Man.
Biology



**HELEN WERTEN-
STEIN**
with Distinction
Roumania
Biochemistry



**JOHN D. M.
WILLIAMSON**



**HARRY JOSHUA
WISE**



HARRY J. W. WONG
China



**HAROLD PHILIP
YULE**
Montreal, Que.
Honours in Math.



Conservatoire | Conservatory of
d'art cinématographique | Cinematographic Art
Sir George Williams University
1455 boulevard de Maisonneuve
Montréal, Canada
Téléphone 879-4349

The Conservatory of Cinematographic Art is in close collaboration with the Cinémathèque Française. Owing to the generosity of the father of the museums of cinema, M. Henri Langlois, and his deep love for the seventh art, we have been able to achieve a concrete realization, all the more rewarding for the years to come. We are at the same time member of l' Union Mondiale des Musées du Cinéma and shall be happy to collaborate on bilateral grounds with other museums of cinema who will conform to our engagements with the other members of l' Union Mondiale des Musées du Cinéma.

The cinematographic language, by far the most powerful of our times, is coming to light in the University, a natural setting for this art. For it is here that the true value of films, let alone their material aspect, will be brought to light. This way, it will enable us to explain the true message that Chaplin, Renoir, Mizoguchi, Antonioni, Bergman, Eisenstein, Godard... have wanted to transmit to humanity.

By the presentation of films belonging to various periods and schools, we hope to be of help not only to the student, but to anyone interested in the true cinematographic art. As our Conservatory is the correspondent of the Cinémathèque Française in Canada and consequently of l' Union Mondiale des Musées du Cinéma, our task of obtaining films on trust is hereby eased. Later, we shall set up our own permanent collection worthy of the seventh art.

This year we shall present two films once a week in the auditorium H-110, corner Maisonneuve and Bishop. Next year, we intend to present four films twice a week. We hope that in time, it will be within our possibilities to offer our film fans a performance every evening. Our aim is not only to present films, but also to organize exhibitions, festivals, etc...

Until June, all our performances are free and take place under the auspices of La Cinémathèque Française and l' Office du Film du Québec to both of whom we are very grateful.

Our Conservatory will accept with pleasure any film old or new, set design, publicity, motion picture equipment, books, stills from films, etc. the public may send, the donor's name appearing in the records of the Conservatory. Our forwarding address is: Director for the Conservatory of Cinematographic Art, Sir George Williams University.

S. Losique
Director
Conservatory of Cinematographic Art

James Joyce took charge of Television Sir George in October of 1966, when it was still envisioned as a sort of Student Radio with pictures. For the first year of operation, T.V. Sir George had access to the studio facilities of Cable Television Ltd., and six half-hour programs were taped and later shown over Channel 9. The budget for that year was only \$100. And all during that time James was running around, cajoling, conning, and threatening; a sort of McLuhanesque leprechaun. He felt that because television is an integral part of our lives, it should be an integral part of the university; as a means of exploration and communication for students and as a tool for the educators.

The result of James's belief and behind-the-scenes activities became manifestly obvious in January of this year, when T.V. Sir George became the first student group in Canada to operate a closed-circuit television network within a university. Taping all the while at both Cable Television, and the Instructional Media studio, T.V. Sir George assembled a roomful of "phased out" but still serviceable television equipment, and room 649 of the Hall Building was transformed into a television studio. Benefactors included Cable Television Ltd., National Cablevision, RCA Victor, and the CBC.

Not satisfied with studio operations alone, James deemed it necessary that remote broadcasts be attempted as well. Two important open meetings in the Alumni Auditorium, and several

functions of the Winter Carnival were "covered", and a television signal was fed to less crowded and warmer surroundings respectively. The second year of operation was brought to a close with a special showing of its (their) operations to members of the press and representatives of the broadcasting industry.

Plans for expansion continue, and include an office/studio complex in the sub-basement of the Hall Building. As well, plans are afoot to have the taped programs shown on one of the network television outlets in Montreal.

But a final word about James. The student referred to wandered into the Television Sir George studio one afternoon, apparently intrigued by the sign on the door.

STUDENT: "TV eh, what do you do?"

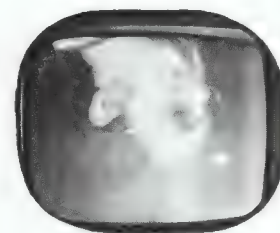
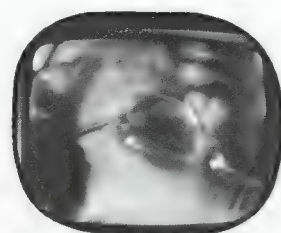
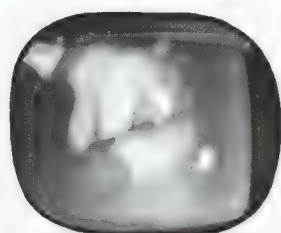
JAMES: "Oh, satire, drama, interviews, and so on."

STUDENT: "That must take up a lot of your time."

JAMES: "Oh yeah, about 18 hours a day."

STUDENT: "How come you spend so much time on it if you don't get credit for it?"

JAMES: "I love it."



an introduction to
The Theatre

creativity

" luv "



perception

" proximity of theatre
to life itself "

involvement

" dedication
is fun "



improvisation

" losing your
inhibitions "



Frank Brayton, editor of the "georgian" this past year, was known by his friends and colleagues as an enthusiastic, sympathetic and friendly guy. Brayton's uncompromising editorial policy inflamed and alienated a large part of the student population and stimulated almost every Sir George student. The following interview conducted by Norman Lazare, a Sociology student at Sir George, attempts to clarify Frank's personality, his motives and his beliefs.

● Why was there a "Hitler Issue"?

F.B.: The so-called "Hitler issue" resulted after the editorial board of the **georgian** was deeply moved by the reception that Sir George students accorded to three members of the National Liberation Front who were visiting Sir George to



explain their position on the war in Vietnam. The particular incident that ensued while they were here was one in which members of the student body refused to allow these people the right to speak. They booed and generally created a great disturbance and the ramifications of this action created international headlines. Feeling very deep involvement in the situation mainly because we had taken a very adamant anti-war stand until that point, the editorial board thought that the reception accorded to these people was not one conducive to an academic community and certainly not one that should be let off lightly. We felt we had to react to that situation because the action taken by students at that meeting was contrary to everything that we had hoped to achieve during the coming year. We had hoped to achieve a consciousness among students, to raise their level of awareness, to open their minds to certain points of view, and perspectives. There were students in that meeting who refused these people the right to speak and acted in complete opposition to everything that we had accomplished.

● Who was the editorial aimed at? What was its function to be?

F.B.: The editorial was aimed at the student body as a whole and its function was no more than to express the feelings of the majority of the editorial board at the time, the editorial board being a nebulous body.

● You said that the **georgian** editorial board was deeply moved by this incident.

F.B.: Many people besides the editorial board.

● Are you saying that there was complete unanimity within the paper as to the tactics used in reaction to the incident?

F.B.: There was unanimity on the fact that some reaction had to be forthcoming. Among the people I consulted on this editorial there was unanimity on how the issue should be played. This editorial and the front page were a combined effort of people I consulted that afternoon. They weren't all on the editorial board.

● There were rumors circulating by the time the paper appeared that you in fact had written at best, only part of the editorial that appeared on the front page. Is that true?

F.B.: That's true. I had rewritten parts of it. Someone else had written the bulk of it. I wrote the introduction and the "finale".

● Who wrote the bulk of the material?

F.B.: Ray Lazanik, who was chairman of the Committee for a Free University.

● I assume that because the editorial appeared, you sanctioned the sentiments expressed therein, as well as the premises and conclusions. F.B.: Yes.

● Was the editorial that appeared diluted in any way from the originally-intended?

F.B.: One line was taken out.

● Why?

F.B.: It was taken out because we felt that the editorial was already strong enough. We were aware that certain people didn't agree with the actions that took place in



the auditorium when these Vietnamese speakers weren't allowed the right to free speech and we felt that a total indictment of the university, which is what that line was, was not really valid. It wasn't a meaningful statement at that time.

● And how did the concept of shock, which I think it is safe to say is what the editorial accomplished, originate? Did it originate on the internal grassroots level i.e. from the editorial board and work its way up or did it in fact originate with you and percolate down?

F.B.: The editorial originated from discussions that were held in my office following the meeting. The people involved were Don Rosenbaum, Ray Lazanik, Estelle Geller and other people. As we discussed the issue, we felt that it was important enough that it should be the only thing on the front page, and we all agreed on the content of the editorial before it was sent to the plant.

● Was the formulation of this editorial indicative of the method used throughout the year in formulating editorial policy and subsequently presenting it?

F.B.: No, it wasn't particularly indicative. During the year, I would say, most of the editorials were arrived at after



my own personal research. I wrote most of the editorials during the rest of the first term. During the second term, other people wrote a large percentage of the editorials and it wasn't a combined effort of people after that, that produced the editorials. It was rather an individual's research and conclusions presented in the editorial space.

● Following the editorial question and its ramification, did you in any way alter the presentation of your editorial policy in subsequent issues?

F.B.: No, not really. We ran a regular editorial inside the same issue and our editorials proceeded to deal with issues we thought were significant during subsequent issues. This didn't really change our editorial policy.

● Well, what effect do you think a swastika would have had in order to make the point of the editorial visual and therefore provide it with far more impact?

F.B.: Oh, it would have had a very bad effect on this campus. I imagine I would have been in physical jeopardy. I probably wouldn't have escaped with my life.

● Did you ever consider any visual additions to the page?

F.B.: Yes we did consider running the swastika. However, our intention would have been to emphasize our point in the editorial: that people who are supporting their political leaders without question were essentially engaging in fascistic tactics. Americans that are supporting uncritically Johnson's policies are being subject to the same sort of tactics that Hitler used when he aroused people's emotions and whatnot for certain objectives and didn't allow criticism of his means of achieving those

objectives.

● Since the editorial seemed to have alienated a large part of the student body, even those who didn't participate in H-110, would you say that it was on the whole detrimental to your aims last year?

F.B.: I don't think so. The letters that were written to us subsequent to that were in a proportion of something like 10 to 1 against. But, on the whole, I suppose that most people agreed with what we said. They just didn't like some of the words we used in the editorial and I don't think it alienated anybody to the cause that we had espoused i.e. free academic inquiry without danger of not having certain views expressed because they're unpopular. I think that most people agreed with that cause and I think the editorial raised the issue in the context of its significance. It was just certain aspects of the editorial that were taken exception to. I don't think it was detrimental at all to our aims for the year.

● Was the decision on the editorial question only an emotional reaction?

F.B.: Not exactly, no. It was not a question of people acting contrary to what we were trying to do thereby



Council to take action
Friday afternoon,
2:15 pm - Room 333.
Jesse Scott
Editorial N.P.

**"I WILL NOT WAR AGAINST
WOMEN AND CHILDREN.
I HAVE ORDERED MY AIR
FORCE TO RESTRICT
ITSELF TO ATTACKS
ON MILITARY
OBJECTIVES."**

Adolf Hitler, September 1939

The fiasco we witnessed yesterday in the Alumni Auditorium shames us by the sheer antagonistic statements made by the morons present who continually interrupted the guests we invited. We are shocked, amazed and outraged by the behaviour of our fellow students. We have no words to express our disbelief at the ease with which our fellow human beings are simply discounted and dismissed because of their colour, race, and ethnic origin. We see no difference anymore between the Germans who supported Hitler, the Americans who support Johnson and the Canadians who ridicule their own neighbours. We can only cry out in anguish at the propagation of evil in the minds of our own people and dedicate ourselves to the final eradication of the iniquitous intolerance shown here, in our university, and around the world today. In so doing we are guilty of taking the

values of our Judeo-Christian heritage seriously. Madame Nguyen Ngoc Hung apologized yesterday for speaking in French. That was unnecessary. The pigs to whom she apologized did not deserve this type of respect. Sir George no longer deserves the respect of other educational institutions. If our educational policies are creating mindless zombies of the type in evidence yesterday, the doors of the Hall Building should be locked today and we should start from scratch again. We apologize for our own part and on behalf of the scores of students who expressed outrage at these acts, and felt impatient to do anything to reverse yesterday's reception. It is unfortunate that we cannot dissociate ourselves from the morons whose minds are capable of nothing but transmission of the propaganda issuing daily from the communications media.

war, for example. People aren't particularly moved when they see Oriental people being slaughtered in Vietnam. It seems alright for black people to fight each other. It doesn't affect us directly. It's a latent kind of racism.

● The slogans being hurled in H-110 and the signs being displayed made no reference to the fact that the speakers were Vietnamese. They did make reference to the fact that they were Communists.

F.B.: That's not true. There were slogans that were being shouted. . . .

● Can you give an example?

F.B.: One example was the shouts that arose when one member of the delegation started speaking in French and apologized for it. People refused to allow her to speak in French. They wanted her to talk in their own language without an interpreter.

● Was that because she was yellow?

F.B.: Not necessarily. But she was from a culture where French was the predominant language other than Vietnamese and people didn't want to accept this.

● Racism as it's commonly defined has implicit in it the belief of racial superiority (F.B.: Not necessarily) on the basis of

colour.

F.B.: No. I tend to use another definition of racism. My definition of racism tends to revolve around the treatment of different races of people on the basis of the characteristics that they believe are inherent in that race. You'd treat, say Orientals, in a certain manner because you believe that all Orientals act in a certain way or have certain characteristics. It doesn't mean that you treat them like inferiors necessarily. It's just that you would accord them a different treatment than you would treat somebody who was white.

● Several months following this at an open meeting considering recruitment, people advocating closed recruitment policy were also shouted down, although they were white. Would this lead you to believe that possibly you overplayed the race issue and underplayed the political overtones?

F.B.: Well, I certainly don't think that the race issue was overplayed. I think we raised it in the editorial but only as a peripheral matter. It didn't provide the basis for the editorial by any means, and I think that the two issues were divorced. Yes, people were shouted down at the meeting on recruitment and you're correct, there were no racial overtones or undercurrents there. But I think that there did seem to be this element of racism at the open meeting with the three Vietnamese. It wasn't explicit but I think in terms of our society, our civilization, I don't think you can discount the element of racism. Other meetings on the Vietnamese issue were held during the year at which an anti-war position was taken by many speakers and the issue was not dealt with in the same way. People were allowed to express anti-war sentiments.

● In March, a group of people of the left did roughly the same thing to an engineer who came to lecture other engineers on a topic divorced entirely from the Vietnam war. In the interests of academic freedom, why didn't this warrant, if not a front-page editorial, at least mention?

F.B.: The reason we didn't run that as a front-page editorial, was that it wasn't exactly in the same context. People who refused the Vietnamese people to speak were doing just that: they didn't want them to speak at all. The people at the meeting of the engineer who tried to speak asked that he speak on a certain topic before he proceeded with his regularly-scheduled lecture. The speaker refused to do that and decided on his own not to continue with the speech.

● Don't you think that in fact academic freedom was violated since it was his prerogative to speak on his pre-arranged topic before or after, and if these people were in fact guests at that lecture, as he was a guest at the university.

arousing in us an emotional reaction. It was a situation where most people by the time the **georgian** came out already knew of the situation because it was reported widely in the local press. We felt that if we were to

accomplish the raising of consciousness during the coming year, we had to let people know that we felt that it was absolutely intolerable to allow this type of thing to go on. We

wanted to set the pace for the coming year rather than react. It wasn't a reaction, in terms of our previous editorial policy. It was more or less setting the pace for our coming editorial policy.

● There's a part of it here and I quote: "We have no urge to express our disbelief at the ease with which our fellow human beings are simply discounted and dismissed because of their colour, race and ethnic origin". Now, what leads you to believe that the incident occurred because of colour, race or ethnic origin as opposed to political belief?

F.B.: This was referring to two basic things: 1) We felt that to some extent a racial issue was involved, that the people who led the reaction to these speakers were reacting not only politically but with a certain degree of racism. Had these people been, let's say, white peace-advocates from the U.S. I don't think they would have been accorded the same reaction. 2) We felt this to be symptomatic, as well, of the entire way in which the West reacts, the way the West considers the Vietnamese



F.B.: Yes, I agree. I stated my opposition to it at the time. We didn't carry it in the paper: that's correct. We didn't consider it of that significant a nature to warrant a front-page editorial, particularly for the last issue in which we had most of the issue planned by that time. He proceeded with his speech anyway. He just changed rooms and spoke to the crowd of people he was supposed to speak to. He was speaking in a regularly-scheduled class lecture and the people got their class—they just waited till the "opposition" left. There was no opportunity for that to be done for the Vietnamese speakers.

• Could we have expected the same type of reaction on your part, on the part of the **georgian** editorial board, had the speakers been South Vietnamese who were supporting Premier Ky and telling his side of the dispute and they had been shouted down by people of the Left in the same manner?

F.B.: Yes. I imagine that the same reaction would be forthcoming. But I don't think it would have happened.

• Well, this is based on the evidence that we had in the case of the Engineering incident, that we do know that there are people on the Left who might conceivably have reacted in much the same way as those on the right did, in this particular situation.



F.B.: But the point is, that in the engineering thing, it was very few people that were involved. In the Vietnamese situation where the three speakers weren't allowed the right to speak, this was an action taken by several hundred people. It was not just a minority of people.

• And yet, does the number involved reduce in any way the idea that academic freedom was violated?

F.B.: No, but it certainly is indicative. I mean the number involved is certainly a major factor in how a newspaper would deal with the issue. If one person is picketing the Russian consulate for the Czechoslovakian invasion it's not as significant in journalistic terms as three thousand picketing the Soviet consulate.

• That's true. However, if two or three hundred render a meeting inoperable, or 25 or 30 render a meeting inoperable, in fact that meeting can't go on in either case and so what would the reaction be in a situation like that notwithstanding the fact that possibly those who support the U.S. position in Vietnam can muster more support?

F.B.: The difference would be that a meeting rendered inoperable by 30 people would have to be a small meeting to start off with. If not, the majority of the people could certainly ensure that the meeting was carried on. But if several hundred people render a meeting inoperable obviously it's not worth the meeting taking place because there would be a much more crucial issue involved: it would be indicative that a large number of people have closed minds on certain issues and won't listen to any other side, to any position that contradicts their own. You have to consider the issue in two perspectives: 1) in a journalistic perspective, and in this perspective, the fact that several hundred people rendered a meeting inoperable is much more significant and says something much more critical about the university than the fact that 25 people allowed a small meeting to be inoperable, and 2) in both instances, academic freedom is being restricted. In that sense, I agree with you that both disruptions of the meetings were equally dangerous in a university setting. But in a journalistic context, I think the former perspective is the one we were operating under.

• One of the chief causes of student hostility vis à vis this editorial was the quotation from Hitler on the front page and the subsequent comparison of Hitler to Lyndon Johnson.

F.B.: No. It wasn't a comparison of Hitler and Lyndon Johnson per se . . .

• Well, you said "We see no difference anywhere between the Germans who supported Hitler and the Americans who support Johnson and the Canadians who

ridicule their own neighbours."

F.B.: That's right. We were comparing the supporters of Hitler and the supporters of Johnson to each other, not Johnson and Hitler.

• Well, you've implied that both are perhaps morally-bankrupt ideals, that is the support of Hitler and the support of Johnson. Now why do you suppose this caused the reaction it did?

F.B.: Now what our intention was with that statement was that people were accepting these proclamations of Hitler blindly because Hitler was the head of the state and that one shouldn't question the head of a state when he's saying things that one agrees with basically. Now, we were talking about people who would support Johnson and Hitler without questioning their actions and statements of their objectives i.e. with Johnson, the protection of freedom and with Hitler, his proclamations about the superiority of the German people. We weren't saying that Johnson was another Hitler. We were saying that people have to question their political leaders, have to question their actions and not simply accept their statement of objectives.

• Would you agree that the **georgian** was in essence a political organ, as opposed to a newspaper?

F.B.: No. A political organ would be operating as the official publication of a given political body. The **georgian** wasn't operating in that way.

• I'll rephrase my question. Would you agree that the **georgian** had specific political goals which it wished to attain?

F.B.: Not really. The **georgian** was devoted to exposing the students to a perspective that largely disagreed with them, that was not representative of the majority of students. Now, this I think we did successfully. We raised a number of issues, that most students didn't agree with. We didn't succeed as would have been our aim as a political organ, to convert people to our political beliefs. That wasn't our purpose. It would have been nice if the majority of people had decided that they agreed with our political position but our position was rather to present an alternative to the barrage of material that was fed to student (and to everybody in this society) by the professional media.

• Well, in view of the fact that the students of this university are products of a liberal society and that the information that they receive from mass communications media is also liberal in content, would you not agree that had the **georgian's** editorial policy been well to the right of center as opposed to well of the left, the same goals would have been fulfilled i.e. raising of consciousness and a compulsion to re-evaluate and re-examine previously-held convictions?

F.B.: Perhaps it would have. But we couldn't have done that without being dishonest with ourselves really. The people who worked on the **georgian** last year wrote material that was basically representative of their own political views. The values that we advocated were the values that we thought the majority of the students should hold. And we were, in that sense, being honest with ourselves politically. At the same time, we were raising consciousness on issues because our positions were not essentially the same as those of the majority of students. I don't think we could have presented a far right perspective and been honest with ourselves and our readers as well.

• In retrospect, if the same issue were to erupt, would you treat it any differently?

F.B.: If the same issue were to erupt, I imagine we would probably treat it with more academic inquiry. This issue was more or less a personal statement by several people on the issue. However I don't know that the same thing would happen again. I think the student body has undergone a certain amount of education and conscience-raising. If it did happen again, it would be by a much smaller minority of people than participated the first time and I think we could aim our editorial at the body of people that agreed already with our opinion and more or less talk about the minority rather than as this editorial did, just talk to everybody including the people who participated.



PHOTO: J. LINDGVIST

PRISM 68

Interview: BARTH
Fiction: BENNETT
LUCAS
KUBICEK
SPRIGGS
Poetry: MCILKINNON
BOWERING
REISSEL
FREEDMAN
SOMMER
LINGGIES
MITCHELL

The literary magazine for 1968, edited by Mike Rival was described by Neil Compton of the English Dept. at Sir George as "much the best ever produced". The following is a review by C. D. Cecil of the English Dept. at McGill University.

With the indulgent smile used for all that interferes with his immediate tasks as teacher, the questionably amiable Prof. accepts for review the latest university magazine, and settles down to the amusing games of "Influence" and "Promise", which he has learned to play with all writing not yet categorized by his peers and betters. To his delight he discovers an interview with John Barth, whose status, if not known, is quickly verifiable in the latest rush job on Am. Lit. by Richard Kostelanetz, and who is at least a sizeable and safe subject for hopefully charming approval. To his dismay he sees poems that bounce all over the page, and are obviously going to take the time he was planning to give to Ernest Pontifex, unless he fakes both the lecture and the review.

And now **Prism** turns out to be too good for the superficial things that can be said about it even in all sincerity at a professorial moment's notice. The Barth interview, conducted by Alan Prince, comes off tape and brings with it the same deliriously joyful intelligence one knows from the novels. This is the transcript of a high-class conversation, a rich exchange. At one point Prince gives Barth a new insight into the patterns of his fiction, which is acknowledged with a graciousness usually reserved for people like Jonathan Miller in a piece everybody is getting paid for in **The Observer**. The genial respect and intelligent demands each offers the other are characteristic of the writer-reader relation established by most of the work in this issue.

I note that I am patronizing the students for being so goddamn grown-up, and beg forgiveness as one who has suffered a literary magazine in the past of our own university, wherein each writer was hooked on the kicks and twinges of his dislocated psyche. The writers in **Prism**, on the other hand, care about what they have taken in, and see to it that the experience is enhanced rather than diminished in the words that send it out

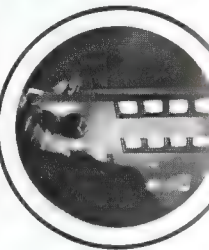
again. If this is as it should be, it is not yet all that common among student writers, and I cannot help noting with pleasure the departure of Anais Nin and the arrival of Barth, complete with critical detachment and vulgar energy.

In this Barthian-Joycean climate, poetry and fiction have naturally come together. Carefully cleansed images, like Carlos Williams' red wheelbarrow, are not allowed to stand alone, for it is clear that in isolation they are now as absurd as the tree that brought Sartre all that nausea. The barrow is being filled again — not, of course, with the ethical-moral compost of the 19th century, but with images sufficiently contextualized to open common channels of psychological insight, which is all the writer now dares offer as the ultimate aim of his work. There are to be no more faultless chains of motivation as surrogates for complex mental activities, and no more perfectly achieved mock-ups of the latter.

The **Prism** writers provide opportunities for Makings, the literary equivalent of Happenings, and they go all the way back to the relatively uncomplicated youthful James Joyce for their tone, although they cool the ardour of Stephen Dedalus by following the later advice of Dr. Williams, never to sacrifice the integrity of the particulars. In this passage by Richard Sommer, the story-teller and the imagist set up something that may move the reader to his own articulations:

So we tied our canoe below a cut-bank
And I left my mother to mend her life
On the sunlit edge of that red water
With a quiet man slowly to be my friend
Who at the day I die I will admit
(As in the old comedies of crossed disguise)
Was all along my true and real father.

If I were a young reader, I think I could read through that kind of prism for hours, becoming a do-it-yourself Wordsworth, for whom the egotistical is no longer sublime but simply the starting point for celebrations of the mind as the refinery of the senses.



TAB

POLYURETHANE



THE ACTOR'S FESTIVAL

IN COLLABORATION WITH INSPIRE MEDIA



NIGHT THOUGHTS



BEAT

POLYURETHANE



THE ACTOR'S FESTIVAL

IN COLLABORATION WITH INSPIRE MEDIA



8:30
Wed, Thu, Fri
Mar 20 21 22
Mezzanine

NIGHT THOUGHTS



tv, films, smells, touch, etc.

at George Williams University

Art Department presents:

MULTI MEDIA EXPERIMENT

NIGHT THOUGHTS by
DAVID GASCOTTE

MEZZA TIME at 9:00 p.m.
March 20, 21, 22,

EMILIO
ELEVATOR
MOOD
ROOM

ROOM
PORTABLE ENVIRONMENT
ROOM



For the second year, a series of readings by Canadian and American poets took place at the University. These readings have grown out of a need to fulfill certain purposes — to provide Montreal and the University with some sort of forum where poetry which is being written in English today can be heard and discussed; to act as a possible stimulus for creativity among our students and hopefully to build an audience for contemporary poetry; to complement the teaching of literature at this University and to create a sense of poetry as something which is both spoken and heard; to present an audience with a wide range of possibilities, given something like contemporary poetry. Thus in a period from late October to the end of March, poets such as Alden Nowlan, Charles Reznikoff, Barbara Howes, Earle Birney, John Newlove, Margaret Atwood, John Logan, Joe Rosenblatt, Joseph Langland, and Daryl Hine gave readings here. In late March, about 250 people attended a reading by Michael McClure, who gave perhaps the most "West Coast" reading given here so far, a reading which ended with McClure and George Montana singing and playing autoharps.

Michael McClure says of
Michael McClure:

"I was born in the wheat and oil state of Kansas on October 20th, the same day as Rimbaud, in 1932. I grew up in Seattle on black beaches of the Pacific Ocean and returned to Wichita, Kansas and blossomed in a Kansas college in an aura of jazz, William Blake, Swedenborg, and the Visionary Surrealists. I made trips to New York and spent a year in Arizona. I am an atheist who believes in Jesus and the Greek poet of joy Anacreon. I am fascinated by Billy the Kid and Jean Harlow. In the nine years I've lived in San Francisco I've made a trip to the Orient (as merchant seaman), flights to New York, reading tours through the U.S., and two trips to Mexico (once to the mountains of Oaxaca to take films of the sacred mushroom). My poems and prose have appeared in "The Nation", "Evergreen Review," "Yugen," "Poetry," "Big Table," "City Lights Journal" and "Kulchur." I have an unpublished novel of a boy's 17th year titled **The Mad Cub** and a recently-produced play, **The Beard**. My eyes are intense dark brown and sometimes insane. I believe in LIBERTY, BEAUTY, FREEDOM, AND THE CREATION OF MY SOUL AND HELPING OTHERS IN THE CREATION OF THEIRS through poetry."







LILLIAN BROCA
Roumania



KAREN E. DAHLSTROM

**NANCY JEANNE
DE CHANNES
DE JOUVANCOURT**
U.S.



**BRIAN HARRY
DEMAINE**

**CHRISTOPHER D.
HAYWARD**
England



NAOMI LIPSKY



**DAVID WAYNE
SPROSTON**

**ALANNA JANET
STALKER**

**GAYLE GERTRUDE
THOMAS**

**DERRY GRAY
TIMLECK**

**FREDERICK
WHITTAKER**

FINE

ARTS

"The teacher can only teach classes to think if he succeeds in stimulating each individual to reflect in ways which are compatible with that individual's own temperament, range of experience, and stage of knowledge".

—G. H. Hullfish and P. G. Smith,

Reflective Thinking: The Method of Education

(submitted by P. R. G.)

Scholar, gentleman, somewhat absent-minded educator. Medium height, dark, articulate, involved. His students, bemused, disturbed, enchanted, astounded, disenchanted. The realization coalesces in one's mind. He's really making you think.

Education: the opening of minds to the realities, not the appearances of life. The ability to help in this process is the highest criterion of the educator. Prof. Braham fulfills this criterion.



Even though he often defined his position, he always did so with ambiguity, with double meanings so that we were forced to practise reflective thinking, mainly by pressing him farther.

Question:

When an educator of the Faculty of Education wishes to educate educators, what does he do?

Answer:

He structures the minimum, assigns the maximum and demands the ultimate.

Summary:

One of the chief aims of education is to disturb.



It is toward the all-involving, spiritual search for meaning that Prof. Braham guided his students. His intensely curious spirit and orientation toward continuing growth, coupled with an ability for verbal transmission made his classes more than a compensation for the sterility of that education system whose rote-memory, copious note-taking, exam writing, and dogmatic approach were for once obliterated amid the search-for-meaning and our thinking identities.



A distinctive scholar, philosopher and above all, a humanist. He taught us to think reflectively and efficiently and the interest we developed in his lectures was intensive, inclusive and durable.

At the last lecture, Prof. Braham stated that a true and genuine feeling of love for fellow man is a pre-requisite for the successful adoption and implementation of any philosophy of education.



Witty, erudite, and charming, Prof. Brian paints a picture of Shakespeare, the Elizabethan scholar, for those hitherto entangled in studies of Shakespeare, the dramatist, the poet, or the man. With gentle good-will he guides the student through a maze of transcendental imagery, Greek and Roman myth, or the mysteries of the Great Chain of Being. Till at last, seeing Shakespeare from a more mature view-point than ever before, the student does indeed find an analysis "more fun than a cross-word puzzle."

He strides freely across the front of the class, explaining the meaning of difficult passages by immense drawings on the blackboard. Of course he promises "red lollipops" to those who can see behind the imagery and can connect the words. By the end of the term his students understand what he means by his "coloured pencil" analysis.

His favourite reference is the Oxford English Dictionary which he implies we don't use enough. He tells his class how he once went to the library and sat on the dictionary in the hope that one of his students would come in looking for it.

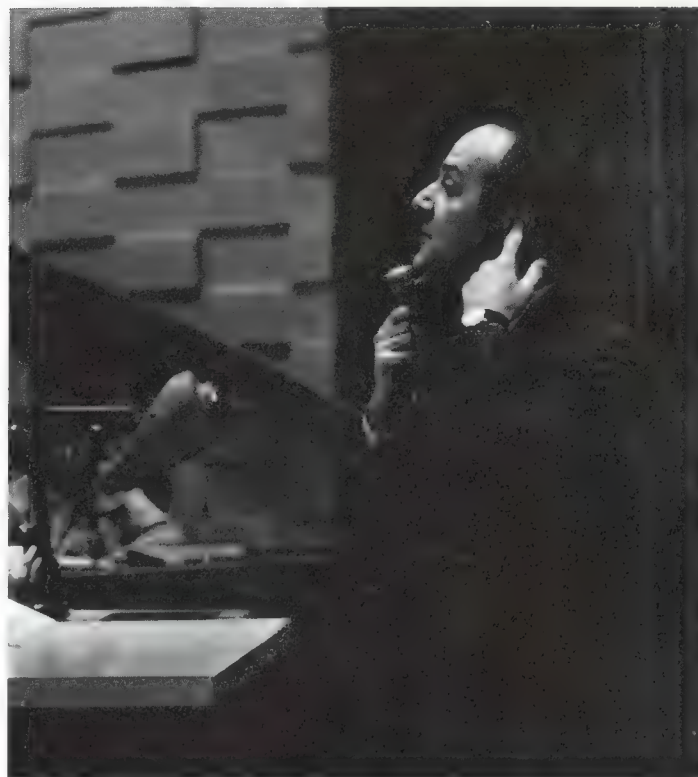
"And so Macbeth is really a . . . a what? . . .
(pause)

. . . Macbeth in this scene is a . . . 'Machiavelli'!

A-A-Ah-ah!!

Raise your pretty hands, those of you who **saw**
that. (pause)

"How many saw that, but were too modest to
say!!!" (laughter)



While many people attempt to expand their conscious minds, Prof. Brian makes efforts to contract the multitude of thoughts which crowd his cranial cavity. Not content with a simple black-white-grey world picture, he views life as a kaleidoscope of exciting psychedelic colours. This creative approach to living is transfused into his lectures, making literature more than black print on white pages. Coloured pencils effect an alchemical change of the written word and blood indeed becomes golden. Perhaps the fact that he is the seventh son of a seventh son accounts for his literary clairvoyance or maybe his radical approach to literature was born out of the dialectic between the only Whig-agnostic at Conservative-Anglican Oxford.

Prof. Michael Brian is an ideological Anarchist. Whatever the name of the "system", he, like the good Irishman he is, is against it. He detests the Irish, too. He has a favourite anecdote about his brother-in-law, who held a boring job in an ice-cream factory. Every once in a while, in the interests of preserving his sanity, he would spit in the ice-cream. Prof. Brian, too, is like that. In the midst of serving up Chocolate Shakespeare, Pecan Yeats, or Butterscotch-ripple Wordsworth, don't be surprised if you come across a little foreign matter. In an analysis of Joyce's DUBLINERS, Mandarin etymology has popped up. Do not despair. The foreign matter is only there to preserve his sanity.



Dr. George Campbell believes that to have a good department for graduate studies the proper books must be available in the library. He can often be found in the library battling with the librarians to order the necessary texts for bio-chemical studies and to have them in on time.

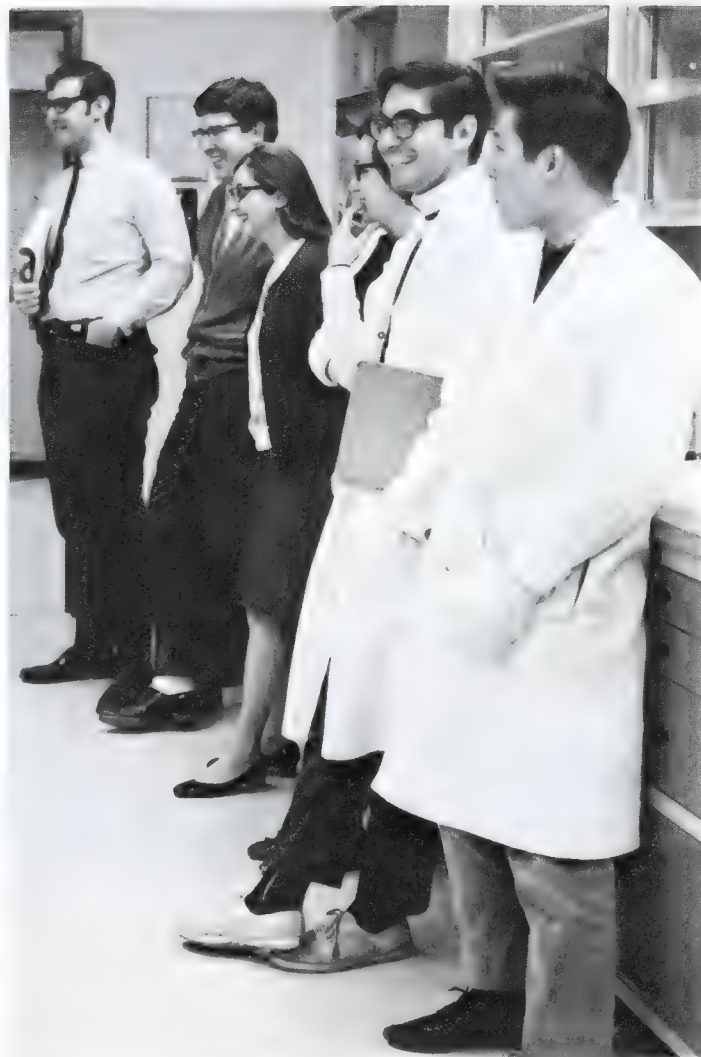
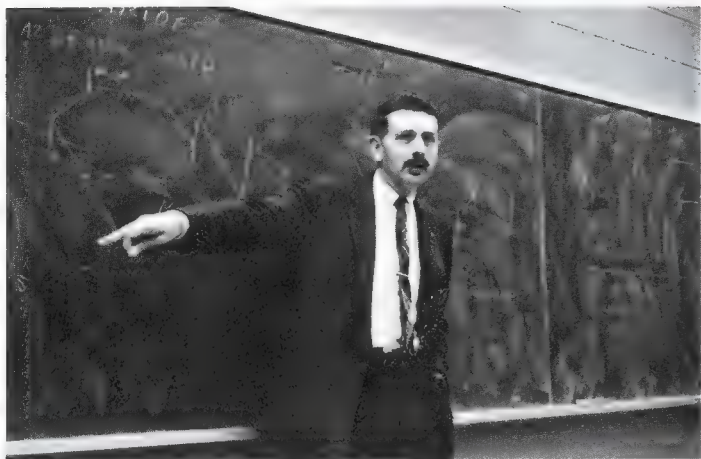
The classic introduction to Bio-chemistry consists of endless reaction pathways copied into students' notes and spewed back at the exam like a tape recorder play-back.

Dr. Campbell's approach to this subject provided a glimmer of hope for a more progressive attitude in the Science faculty. Interrelationships and general principles were stressed rather than the specific chains of reactions that are available in every good reference. There was very little "hardening of the categories" as Dr. Campbell drew on many disciplines to illuminate the otherwise colourless material.

Rarely did Dr. Campbell "field" questions from students no matter how unapparent their relevance. At several junctures he left the choice of alternative directions in the curriculum up to a majority vote of the students.

This year, in his 443 course, lab experiments were chosen, researched, and carried out entirely by the students, many lectures being given by the students as seminars and mid-term exams were replaced by research papers done at home.

I found Dr. Campbell an approachable and sympathetic major-programme counsellor, never too anxious to impose elective choices, and certainly to be encouraged in his modernity.



Dr. Campbell, a new and versatile member of the Chemistry Dept. at Sir George, has this past year instilled an extreme degree of freedom of movement, and led his students to greater resourcefulness. Though still unfamiliar with the singular objective of this institution, he certainly added a new and challenging dimension to his department.

During his lectures, he set an informal tone and easily projected the "buddy-like" stature. His lectures, as few as they were, were always stimulating and thought provoking. The student became the venturer in his deep scientific stream. Scientific theories were presented flexibly and with a large emphasis on open mindedness.

Generally speaking, his guidance to students was invaluable as his past experience in other American universities and industry proved a real asset.

We were invited to actively participate in the class through discussion. At first we were unable to take advantage of this invitation. We were not accustomed to active class participation.

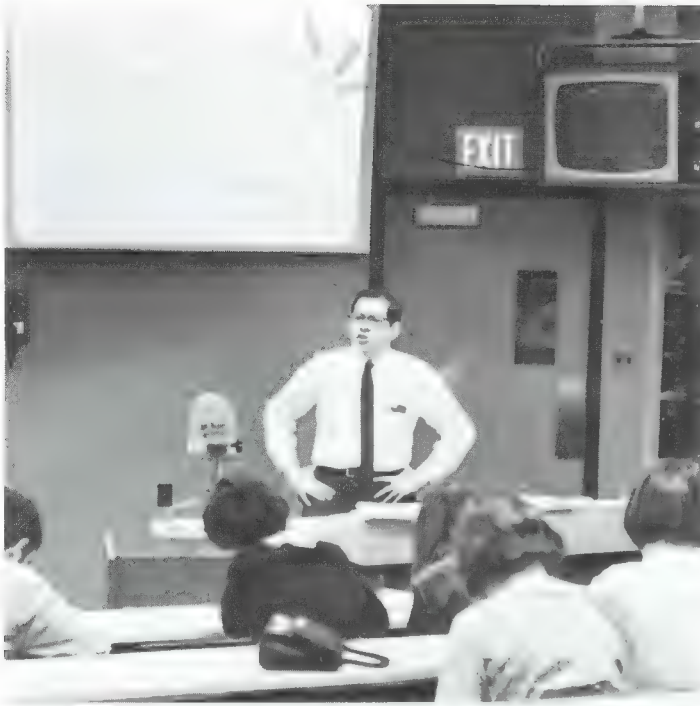
Dr. Campbell never fully covered a topic — rather he gave a sketchy outline of each topic to be studied in the course. After outlining the topic he allotted time for discussion. The topics covered in the class were more thoroughly covered in the textbook, but Dr. Campbell also included in his course material and research work that were not covered therein. If the topic didn't arouse the interest of the student, it certainly aroused his concern.



Prof. Chalk can be absent, late, hung-over, or super-charged for a host of reasons ranging from a last minute student-faculty press release to forgetting a recording of the Ghattysburg address.

His style of lecturing is merely a reflection of his affable nature and his easy going temperament. The classroom session can seem almost like an informal gathering of scholars. He attempts to stimulate class participation by setting up the proper psychological framework through treating the students as if they were intellectually equal to him, with both teacher and student participating in the learning process.

Frank Chalk is acutely sensitive to the needs and problems of his students. He believes that dehumanization is the almost inevitable result of mass education, and he makes significant attempts to alleviate the sterile and educationally antithetical atmosphere that it produces. What is particularly important is that he succeeds. His contagious enthusiasm, his physical accessibility, his penchance for talking to, rather than down at the people who sit in front of him in class, all combine to make him unique, both as a teacher and as a man. Frank Chalk teaches more than History, he teaches critical thought.



"Good Morning ladies and gentlemen! Since I am obliged to be in Quebec City this morning to represent our university in the negotiations with the government, rather than forfeit our meeting this morning, I took the liberty of putting my lecture on tape".

"Now, as you no doubt are aware, in 1760 . . ."

He teaches history how he thinks history should be taught — not just as a presentation of facts through the medium of the spoken word. Rather, he utilizes other media for his message: records and slides to create an atmosphere conducive to the study of history. It is very effective to sit in a darkened room viewing still pictures of wounded soldiers and bloody battles and listening to the Battle Hymn of the Republic or to see manifestations of racial prejudice in the American south or to hear the raspish voice of Joe McCarthy denouncing government officials.

Even more characteristic of Prof. Chalk is his great desire and enthusiasm for genuine student-faculty communication. In a class of about one hundred students he divided us into groups of four to six people and prepared topics which we discussed every two weeks. He even had us individually photographed so he could remember our names.

Prof. Chalk is a Professor who doesn't profess. He imparts. He doesn't pontificate upon the glories of history and the historical method. His excitement for history is contagious and it is this that brings history out of the realm of "playing tricks on the dead" and makes it relevant to what is happening NOW.

Frank Chalk does not give glib or meaningless answers to students' questions. In fact he tries to give the student enough in the way of interpretative material so that the student can answer his own questions. This method serves a double purpose in that it forces the student to think and when he or she does ask questions they are well thought out and are therefore of interest to the class. This is much better than questions that are based on the explanation of fact. Therefore Prof. Chalk's course combines the best of both monologue and dialogue.

Before I became a member of Dr. Frank's class, I regarded him as an ill-mannered sceptic, too weak to resolve an argument without resorting to sarcasm and too pig-headed to admit defeat. These preconceived opinions of him were formed because of his willingness to criticize and ridicule men whom we hold in high esteem.

In the classroom however, the nervous frustration so noticeable when he was contradicting a speaker at an open lecture, was not evident. Here he was in control. His cold factual voice was never allowed to get boring, for those of us who disagreed with his thesis were given ample opportunity to prove him wrong. He never defended his theory and even assisted us in collecting material which we hoped to use as evidence against it. As we worked, however, it eventually became evident that, without much help from him — that we could not with honesty reject his thesis in its entirety. His sound analysis had to be admitted and respected in spite of what we had been conditioned to accept. He had certainly succeeded in getting his pupils to think systematically and they benefited more from the experience whether they agreed with him or not.

Order was not one of the most important things in Dr. Frank's life for he could always be expected to plough through an enormous pile of books, speeches, notes and newspaper clippings in an effort to locate an inhaler to relieve his sinus congestion. He seldom prepared lectures and was the first to admit that his unprepared lectures always went better than those he had prepared.

Although he had, and often used the ability to make the unwary student look and feel ridiculous, he always welcomed constructive criticism. We soon realized that he could smile but it was not until his wife visited to give us a first-hand account of the problems of a country which we had been studying, did we realize that he was as capable of tender emotions as any of us.



Dr. Frank is a living example of a brave man unencumbered by the obligations that go with success and fame and not afraid to stand up for what he believes is right. He has challenged the self-righteous hypocrisy of the Georgian power structure in spite of ever-increasing odds, and his ever-decreasing popularity among the bourgeoisie. It can be therefore understood why all his pupils — including those who disagreed with him most — hold for him the deep respect and admiration which no other professor in the university can claim.

Prof. Frank, a confirmed Marxist, confirmed nationalist, was opposed to imperialism in any form whether it be British, American, or Russian.

He was a strong supporter of Che and Castro, as the disciples of the nationalist revolution.

Dr. Frank is a true educator. He was thoroughly familiar with the history, sociology and economics of his special area — Latin America. He enjoyed students who disagreed with him and were able to justify their position. We were forced to read, discuss, explain and summarize material, and though we worked hard we thoroughly enjoyed it.

Dr. Frank was well known for his political views. Yet, whether or not you agreed with them, you had to respect him for he continued to hold them when it would have been so much easier to compromise.

He has a personal knowledge of the social and economic problems of underdeveloped nations, and a total commitment, moral, ideological, and political to solve these problems. His classes were designed in such a manner, that we, as students, were able to understand some of the depressing and difficult problems of Asia, Africa, and Latin America. His background knowledge of the historical development of these countries, as well as his studies in the areas of economic underdevelopment greatly aided learning for students. His book, **Capitalism and Underdevelopment in Latin America**, and his various articles helped to increase our awareness of the problems.

One did not feel that we, as students, had to accept his ideological concept of historical and economical sources of underdevelopment. His primary purpose was to make us aware of the problems and some of the sources of these complex problems.



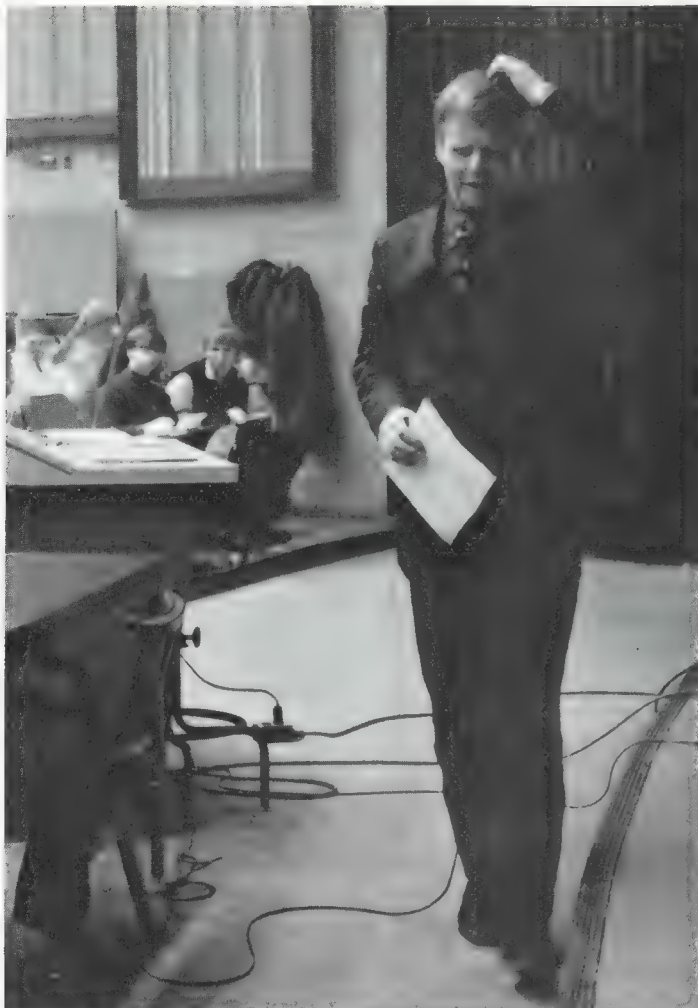
Gunder Frank, Gunder as most of his students called him, was not only an Economist but also a Sociologist and a Historian. This allowed him to discuss underdevelopment from a tri-dimensional point of view. We did no economic theory but instead sought out the facts surrounding the discovery of the Latin American and Caribbean countries, the manner in which they were ruled and their inter-relationship with the metropolitan countries.

At no time did Gunder try to impose his beliefs on us. In every topic we discussed, we examined the points of view of the right, the left and the centre.

He inspired us not only to work for a grade but to seek knowledge as an end in itself.

Prof. Frank has spent quite a few years in Latin America and as I have been there as well on a few occasions I can confirm that his observations are extremely realistic although one does not have to agree with his solutions.

I hope that many students, wherever in the world they may be, will have the honour to follow his lectures.



It is not often that a professor attempts or even wishes to know his students on a first name basis. Dr. Gardner knew most of the students' names at the end of the first lecture, the rest at the end of the second. Only once all year did he ever get angry at a student, and that one time he apologized both publicly and privately to the student.

ON EDUCATION:

"There is too much emphasis on the Records Office in the Norris building and too little on records office in the cerebral cortex. If all you collect in four years of university is to be stuck like pinky stamps in a book until it can be traded in for a work permit, you have wasted four years of your life and 90 x 20 (whatever that is) dollars."

ON STUDENT DISCIPLINE:

"In loco parentis" is out; "Big Daddy" is dead. Students are now demanding self-determination. They should of course have it. Let them sink or swim on their own. I've seen too many coeds being passed from the control of parents through the control of universities to the control of a husband without at any point making any important decisions themselves. They turn out nonentities, sitting in darkest suburbia in their sensory deprivation chambers reading columnists to find out what they should think."

ON MORAL DECADENCE:

"One Friday evening I spoke to both Principal Rae of Sir George Williams University, a pillar of the establishment, and Kenny Weaver of the Fugs, a pillar of the anti-establishment. Both are delightful well-meaning people. If they could sit down and have a beer together, they would get along very well. However, they have been so firmly wedged into their categories that they could not even be seen in a bar together (and would probably resent appearing even in the above sentence together). We need more person-to-person communication and less station-to-station communication.



To sit in Dr. Gardner's class is to go through a psychological experience. He does not teach psychology by trial and error, but rather his work is structured in such a way as to facilitate learning. By keeping notes on his fingernails he sets up an association between teacher and pupil which is not obstructed by having to look at one's notes.

Dr. Gardner's greatest forte is the way he controls the class. If there are a few people talking, he will go to the side of the room and have a conversation with one of the six hundred and fifty-nine students. He'll whisper, "they're noisy, aren't they," which prompts everyone to shut up and keep listening.

He removes the anxiety that many students have about grades by approaching psychology as a subject to be enjoyed in its totality. He tries to give the student the issues in the field and realizing this, concentrates more on the significance of results than on detailed method. He uses deductive, as opposed to inductive, reasoning to expand the empirical theory into realistic examples.



... who divides his course into "chunks" with all classes optional but Fridays more optional than others;

... who scratches his head, and gets it down to knee level thinking position, in order to squeeze out over better words to communicate, preceding his particular insight by . . . "You will of course recognize . . ."

... who always mutters "how shall we say" when he is busy thinking how he shall say it.

Dr. Gardner is a *mélange* of humour, serious concern for education, joy of punning, youth, maturity, sympathetic understanding and logical research. A favourite story is about a drunk who dropped his key while trying to open the door then proceeded to search for it under the street lamp because that was where he could see best. Dr. Gardner is keenly interested in education in the true sense of the word and is continually encouraging students to search for the key to knowledge at the doorstep rather than under the lamp post.

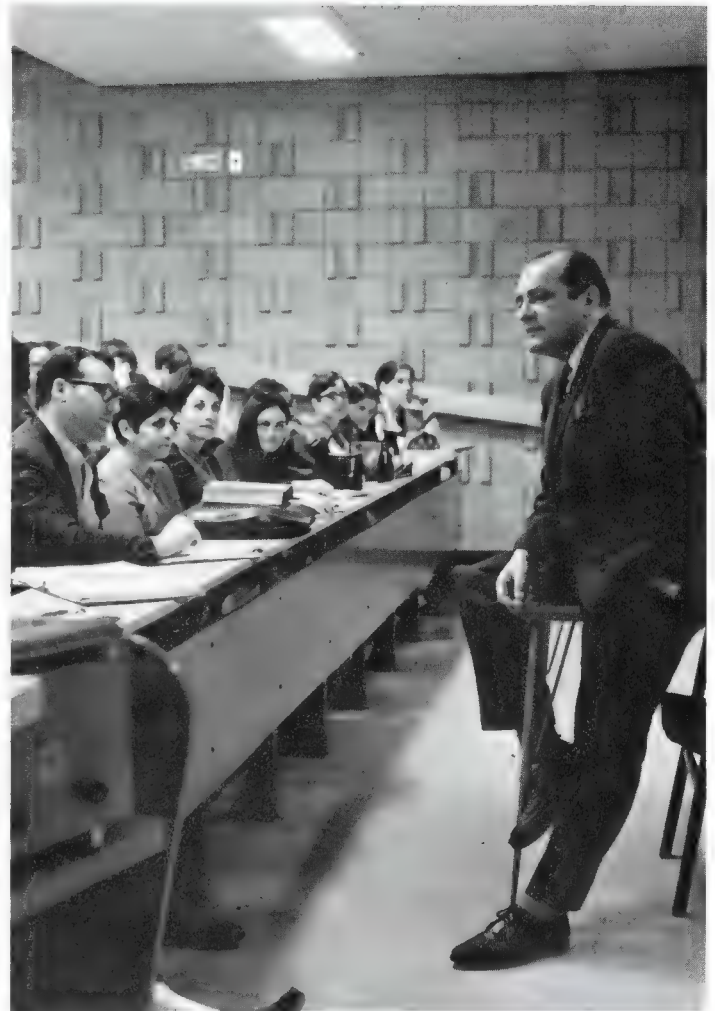
In the first class of the year for Sociology 211, Professor Guindon walked into the room, lit one of the many cigarettes he was to have during the year and wrote his name on the blackboard stating that he was "one of those". This French Canadian spoke and wrote English fluently. His lectures during the year were unique and he was an exceptional storyteller.

He is a fun-loving and intelligent man, but only when he is speaking of a matter "dear to his heart". When he is speaking of something he feels is not worth giving his attentions to, he admits its uselessness and does as little as possible with the subject.

Perhaps, in one sense, he can be called lazy. He would rather have the class, or individuals, do his work for him, and he can be considered a guide rather than instructor. For this same reason, I believe he is very much book-oriented. When a work strikes his fancy, he pores over it until he is tired of it. Nevertheless, he is a very interesting lecturer.

Professor Guindon often reacts as if he is not sure where he is going next — if he thinks of something irrelevant to the topic of the moment, he does not hesitate to mention it. His comments, interspersed with jokes, also allow for class intervention; that is, if anyone, as he puts it, can "get a word in edgewise". His enjoyment of controversial discussion almost carries on from classroom to cafeteria. In fact, he has mentioned that he feels closer to the students in this kind of atmosphere, where the teacher-class relationship is muted.

No matter what course he is doing, however, he is never prevented from introducing his first love, the French Canadians. He is proud of his French-Canadian heritage, and very concerned over the future of these people. He has written papers on this subject, involves himself with their politics and will go along with any political view which he feels is best for them. In this way, the Creditistes held first place in his mind when they came into the fore — although they had little to offer except hope for the poor, because they held out even this much, he felt this party worthwhile.



As chairman of the Sociology Dept., Prof. Guindon was reputedly as haphazard as he was a lecturer. His sense of responsibility appears to be that of a child's. He would rather indulge in a good, irrelevant conversation than do the work on hand.

Looking at him objectively, Prof. Guindon can be considered a "fireball" — once one comes into contact with him, no matter what impression he makes, he cannot be forgotten.



While sitting in one of his lectures, one is struck by a lack of evident patterning in his course. But on reflection, there is obvious structure; one learns sociology after 75% of the course is over.

Prof. Guindon's lecturing style is very much peculiar to him, and he incorporates his personality into his subject matter. Lectures are informal, and seemingly fully unrehearsed. He speaks with great ease, moving from one topic to another, yet there is always a certain nervousness — a tension in his delivery

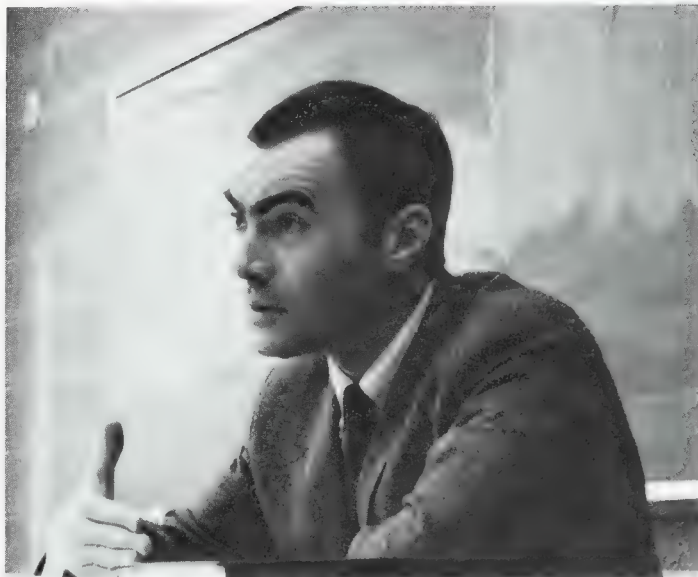
He smoked like a defunct locomotive, spilling his "cinders" over his suit, and when finished, used to grind the Gaulloises into the floor.

To colour a man of Guindon's complexity is an almost impossible task. His disenchantment and alienation from most things around him strike students in different ways. He is at once cool, calculating and quite unapproachable. Yet he is free and uninhibited, and speaks with great emphasis and sincerity.



He is conscious of his eccentricities, and terms himself a "smiling crocodile". He is Machiavelian, withdrawn, even obscene, yet easy to deal with if you are straight-forward in your demand. He has a strong, almost neurotic belief in contract and generally undertakes nothing he cannot produce. This fact may explain how so irrational a person has managed to not only take control of, but to ably develop the Sociology department to what it is today.

His vitality and enthusiasm, and extensive knowledge of his subject are readily communicated — with colour and humour. He makes the study of sociology a "living" discipline as well as a pleasure.



The quiet-voiced, boyish Professor, modestly presents in scholarly sentences, his carefully considered unique ideas of the underlying thoughts in Shakespeare's plays, at the same time opening up expansive vistas of other areas of erudition — from the early Classics and the Elizabethan mind to poetic symbolism and the meaning of man's existence.

With all his obvious scholarship, he is, however, eminently approachable, conveying the impression that he also is still in the learning process and is willing, in all humility, to accept new ideas — even from a student.



THE WHATNESS OF McKEEN

Focused in a pair of hypnotic black eyebrows, he is likely to begin by chatting about pheasants and dolphins and to end by "considering the world as God's sunglasses". Prof. McKeen is a mind-expanding drug packaged under the trade names of Milton and Shakespeare.

Nobody teaches . . . There are only those who live close to the edge and those who don't. McKeen does. And the struggle of the mind with what it cannot grasp is the spectacle that draws student observers into that vague but magnetic ring where they, too, must grapple — to participate in the struggle of life, in the mind, where it is.



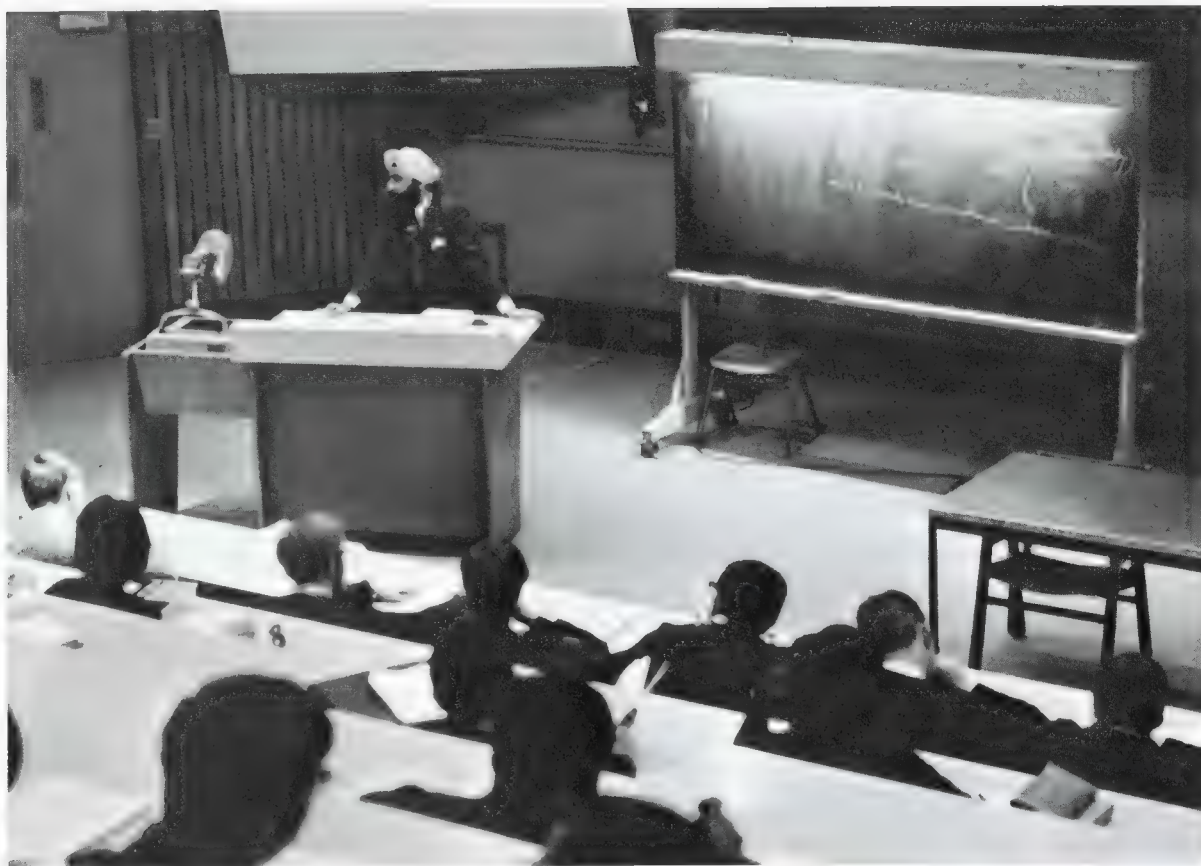
Shakespeare, the poet; Shakespeare, the playwright: I had been aware of both these men before McKeen. He introduced me to Shakespeare, the philosopher: a presence in the plays which before I had succeeded only in questing. In guiding this discovery, McKeen made me aware of how the philosopher underlies the poet and the playwright, melding them into a coherent whole.

McKeen's logic and analysis have a play like that of a rapier in the hands of a champion fencer. I can appreciate such use of cold, bright steel...



His style of presentation is somewhat more that of a literary critic than a dramatist, however is not devoid of dramatic comment. Primarily he points out that plays must be read with the idea that they are to be staged, then, within the course of his study programme, points out puns and double entendre within the medium of the spoken word and punctuates his lectures with remarks on stage portrayals of certain scenes and characters. Indeed, in assessing character, he evaluates its dramatic presence upon the stage. However, dramatic interpretation is generally left to the student.

In his universal analysis, he deals with the play on a highly symbolic, perhaps even esoteric level, and presents criticism which seems unique and well thought out. He is not, however, impervious to other criticism and is not niggardly in his recommendation of a great variety of source critics. As well, he is fair about student opinion, giving everyone's point of view a generous hearing, evaluating it on the assumption that someone may have found something he overlooked.

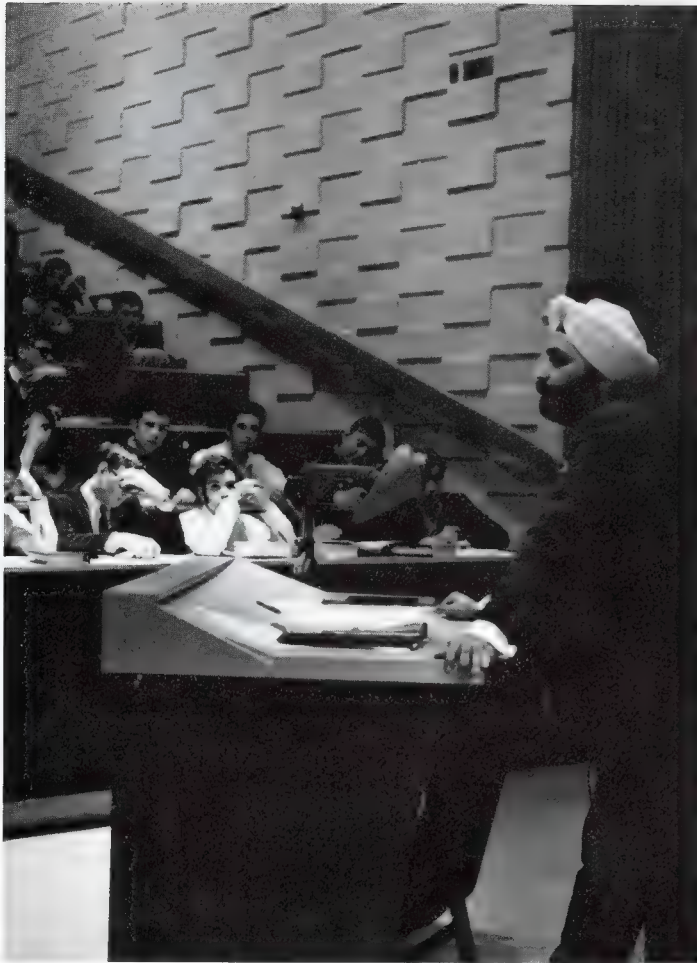


Dr. Sahni is a very methodical lecturer. His work is always well prepared and his course outline together with his assigned readings give students ample opportunity to prepare themselves for his lectures.

His constant recapitulation of previous lectures is a praiseworthy characteristic of his teachings. Through the form of questions and answers he involves the students in his classes. His extra Saturday sessions gave students who were having any difficulties an opportunity to solve their problems.

One of his distinct talents is to get students to solve their own problems. He has the knack of asking questions step by step, until the troubled person, through answering, has a clear understanding of the material. Almost no question is too trivial to warrant his attention.

Professor Sahni also displays unending patience. In the face of overwhelming odds, roughly 350 sometimes indifferent, sometimes restless students, he still manages to retain his composure. More important however, he still manages to teach.

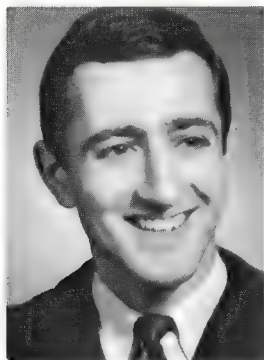


He knows his subject inside out, and is enthusiastic about communicating it to the student. He can make clear the relative importance of ideas, giving frequent review and outlines so that students know where everything fits into the overall picture, and can see what they are supposed to be aiming for. He makes a course on economics meaningful.

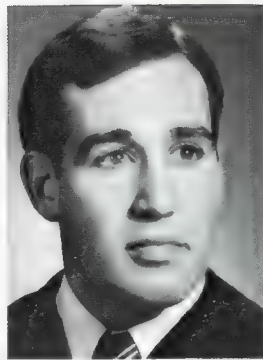
Dr. B. S. Sahni makes his classes interesting to everyone by prompting stimulating discussions on the Canadian Economy. His awareness of the Canadian Development makes him a true pedagogue.

The students are by definition the curious, the questioners, the inquisitive ones. There is no reason to act as if "students" are an ascriptive category defined by age and residence in school, but there is every reason to become aware that "student" is an achieved qualification. I, for one, am a student, and with the few in my courses who passionately endeavor to become students, I form a class. The others are a public, an audience — non-participants in the labor of learning, which, in the university, is our virtue and our vice, the very craft which brings us together in this urban academy. The success of my course, as I myself privately measure it, is whether the students have more questions, and more pertinent ones, at the end, not whether they have more answers. They have all the answers when they start, that is, before they begin to be students.

**Prof. Leo Van Hoey,
Sociology Department.**



SIDNEY H. ABED
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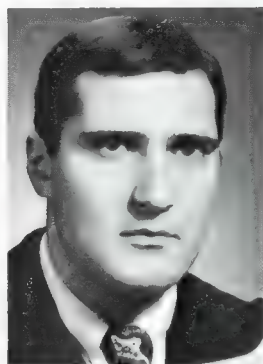
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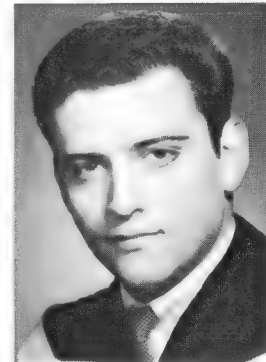
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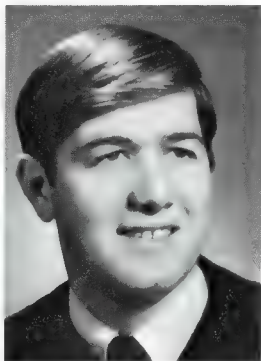
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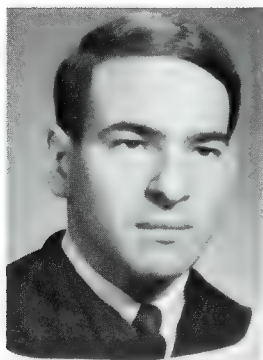
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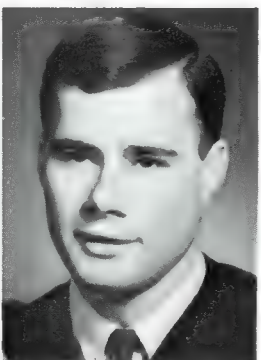
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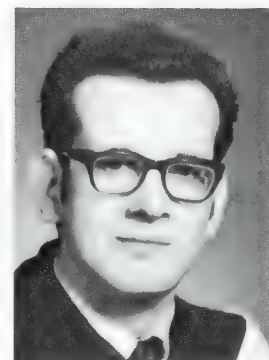
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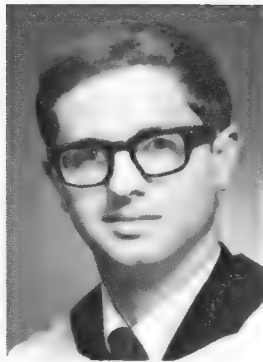
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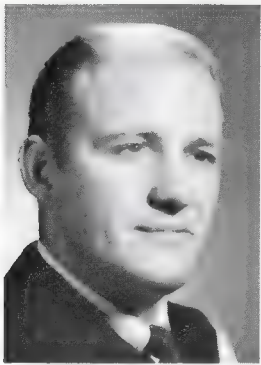
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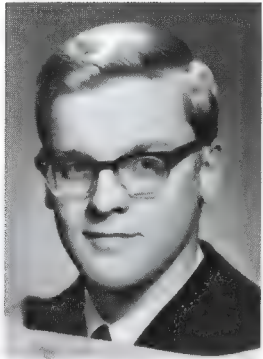
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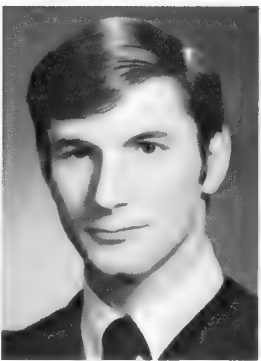


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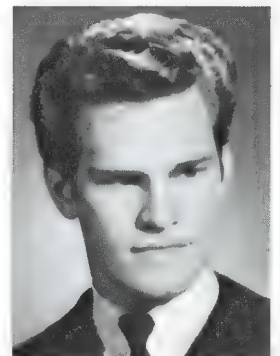


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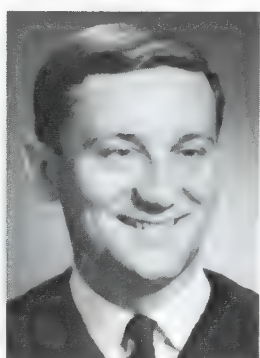
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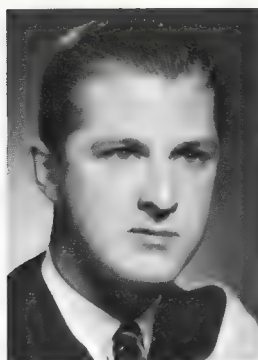
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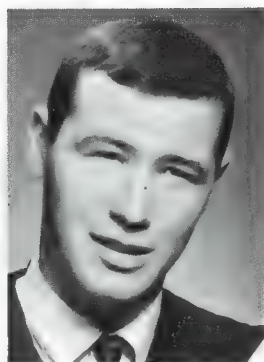
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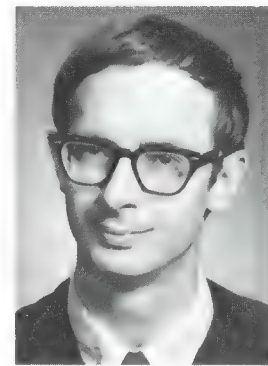
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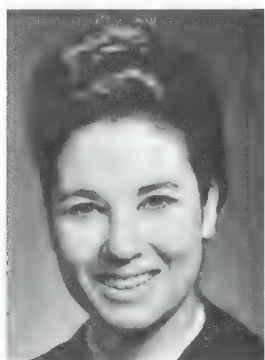


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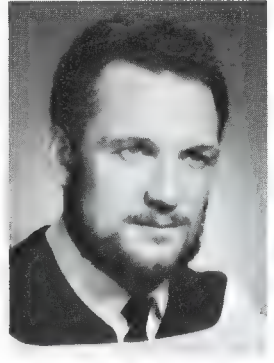
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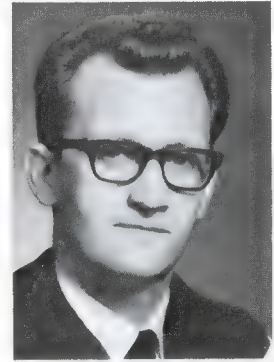
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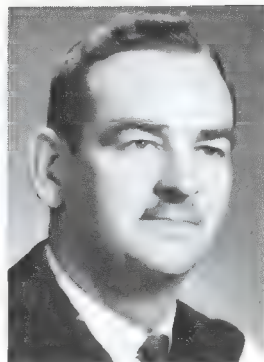
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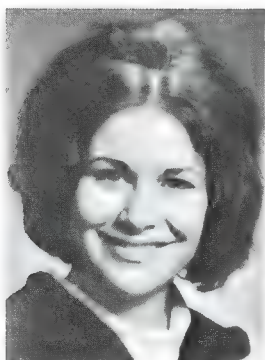


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Fiona Vivian
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Joel L. Guberman,
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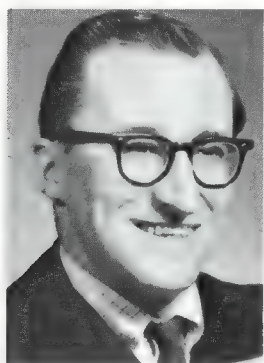
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with Distinction
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Honours in
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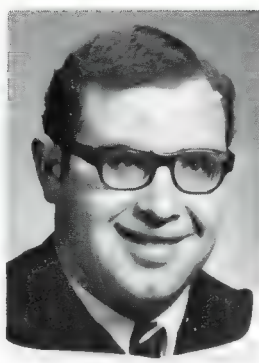
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MAX HABERKORN
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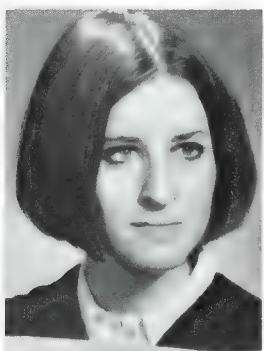
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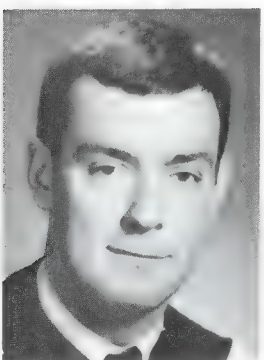
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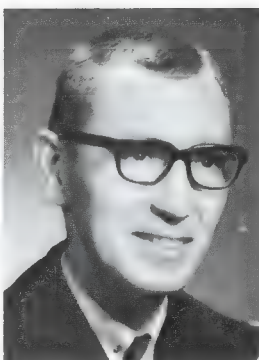
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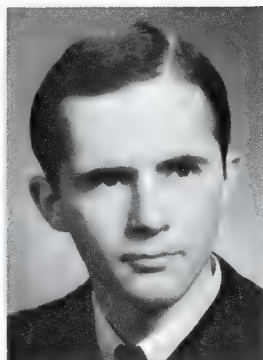
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JOHN GORDON HENDERSON
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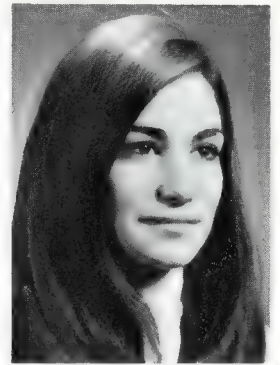
WILLIAM DAWSON HERRIOT
Vancouver, B.C.



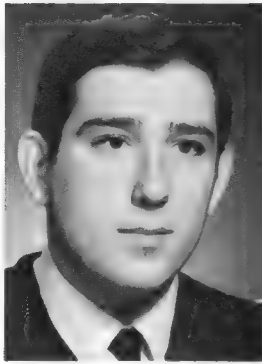
BOYD HICKS
Amos, Que.
Psychology



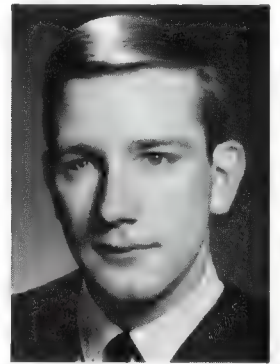
BARRY HILL
Montreal, Que.
Political Science



LINDA HIMES
Montreal, Que.
Psychology and
Applied Soc. Sci.

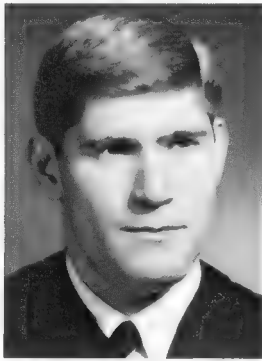


GILBERT HOLZER
Austria



BRIAN HOPPER
Montreal, Que.
History

Denis Colman
Hicks
Marie Josefa
Hruska
Albert Andrew
Hudson
Hannah Levine
Hyams
Robert E. W.
Jackson



LEO HOYOS
Germany
French



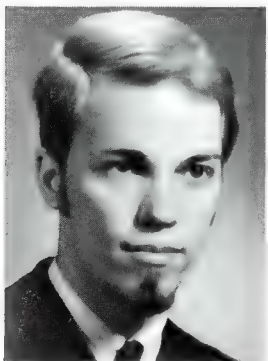
**MICHAEL ROBERT
HUBERT**
History



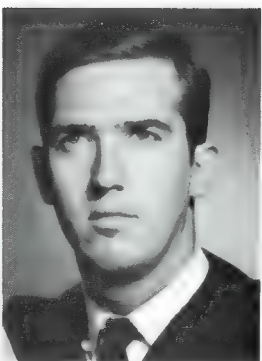
KEITH A. HUDSON
with Distinction
England
Honours in
Economics



**GEORGE THOMAS
HUESTON**
Applied Soc. Sci.



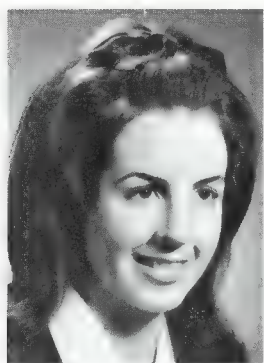
**NICHOLAS JOHN
HUNKING**
England
Honours in
Economics



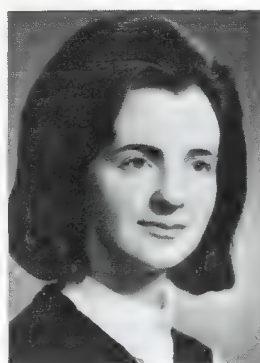
**THOMAS DAVID
HUSTON**
Montreal, Que.
Psychology



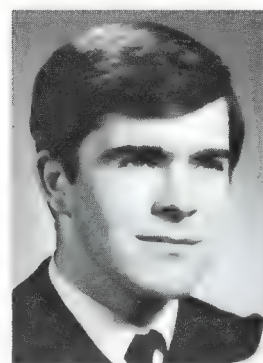
DAGNIJA INNUS
England
Drama



ELIZABETH E. JACOBAN
Montreal, Que.
French and English



FLORENCE JAMIESON
Pictou, N.S.



LAWRENCE JEAN
Montreal, Que.
History

Patricia M. Jacobson
Miriam Joel
Gerald Bruce Johnson
Peter Rowe Johnson
Evelyn Marcella Jones
Shirley Josephs
with Distinction
Frederick W. Judge, Jr.



KENNETH DALE JENSEN
Edmonton, Alta.
Sociology

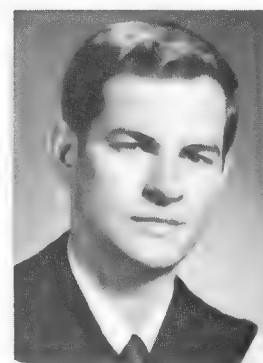


JACQUES J. L. JODOIN
with Distinction
Montreal, Que.
History



JAMES TERRY JOHNSTON

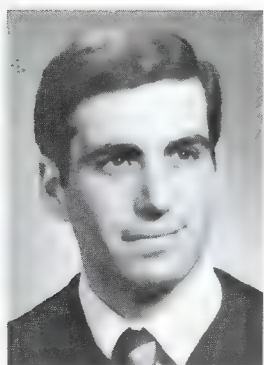
DAN PAUL JONES
Psychology



GERALDINE M. JONES
Montreal, Que.
Sociology



ROGER L. J. J. JOURDAIN
Montreal
Psychology



SHAI KAFRI
Israel



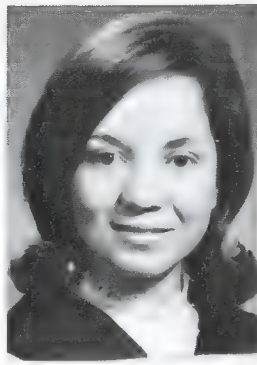
KATHRYNE MARY KAISER
Painting



ELLEN KARASSIK
Montreal, Que.



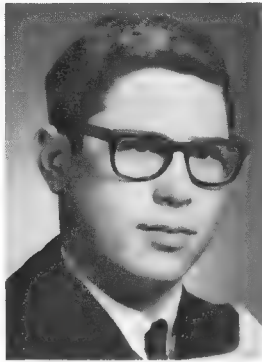
**CHARLES HERBERT
KATZ**
English



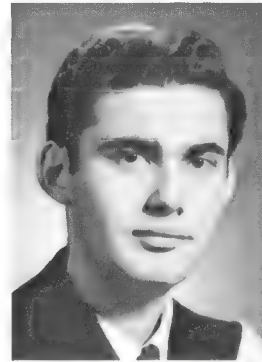
LOIS M. KEANE
Jamaica
Sociology



DAVID KELLEHER
Kingston, Ont.
Applied Soc. Sci.



BRIAN KELLER
Montreal, Que.
Political Science

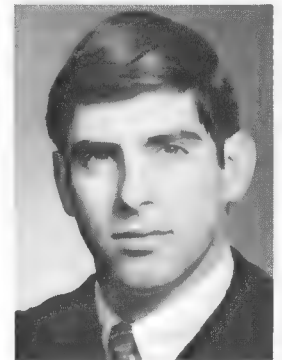


**AMNON
KESTELMAN**
Germany
Political Science

Douglas E.
Ketcheson
with Distinction
Phyllis Klaiman
Alice Klein
Andre Klingner
Robert Kopcsa



**ROBERT WAYNE
KINNEY**
U.S.A.
Applied Soc. Sci.



ALLAN KNIGHT
Psychology

Jadwiga K. Krupski
Rachel Ksiaznicki
Stephen Conrad
Kuhn
Rodney David
Langley
Raymond Gary
Lazanik
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**PIA MARILYN
KOFMAN**
Montreal, Que.
Psychology



**HANNELORE
KUECHLER**
Germany
Sociology



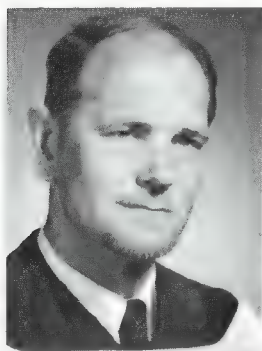
SANDRA LAMBERT
Montreal, Que.
Psychology



SUSAN LECKNER
Montreal, Que.



**CAROL ELIZABETH
LEE**
Montreal, Que.



KALJO J. LEEMET,
B.Sc.
Estonia



**NORMA JOY
LEHRER**
Montreal, Que.



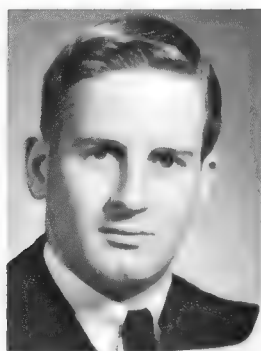
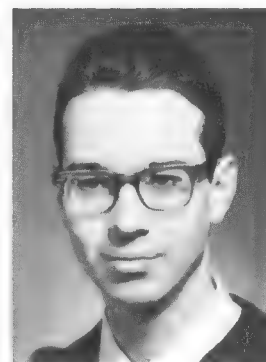
**RITA JANE
LEIBOVITZ**



NORMA LEVITT
Montreal, Que.
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Edward Charles
Lessard
Alice Levesque
Chantal Levy
Richard Gordon
Levy
Michael B.
Lieberman
Ursula Eva Lingies
with Distinction
Susan Carol Lipés

**ALEXANDER LUCAS
LIROS**
with Distinction
Germany



DOUGLAS LOVE



**LINDA RAE
MacDONALD**
England



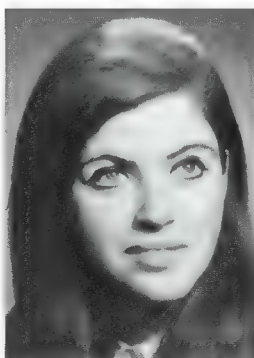
**PETER L.
MacLAURIN**
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Gary Stuart Lovely
Naomi Lyon
James B.
MacCormack
Marilyn MacDonald
Brian Russel
Mackey
Stanley Victor Mah
Burke Wilfred
Mahoney
Geraldine Malcoff
Stella Malish

**JUNE LILLIAN
MACPHERSON**
Winnipeg, Man.
History



PAULINE E. MADEY
Wales



NINA MAGILL

MARTIN MANIS
with Distinction
Montreal, Que.
Honours in Poli. Sci.

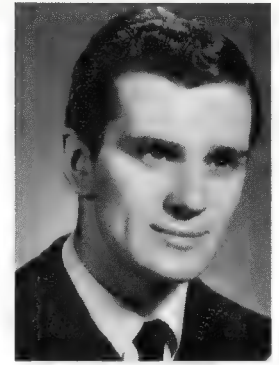




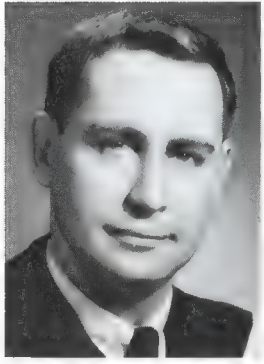
GITA MARITZER
Montreal, Que.



CAROLE LEE MARKS
U.S.A.



**EBBE MARQUARD-
SEN**
Denmark
Applied Soc. Sci.



**MICHAEL D.
MARSHALL**
England

Baila Markus
David A. S. M.
Marshall
George J.
Mastromonaco
Kenneth C.
Matthews
Richard J.
McDonough
David Ireland
McGill

DOMINIC MARVELLI
Italy
Political Science



**SUSAN BEVERLEY
MAUGHAN**
Toronto, Ont.



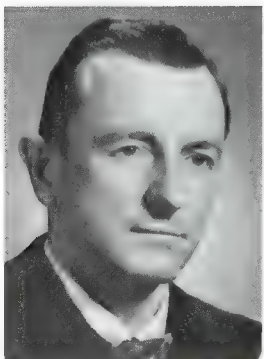
PETER MAXYMYCH



**LAWRENCE G.
McCONNELL**
Montreal, Que.
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Harry R. J.
McKeague
Sandra Lynne
McKee
Hymie Melmed
Claudia Michael
Mihail
Ronald A. Milburn

**ANN PATRICIA
McCORMACK**
Honours in
Sociology



**ROBERT V.
McWILLIAMS**
Brantford, Ont.
Design



LARESSA MELNYK

DAVID G. MILLER
U.S.A.





EVELYN MILLER
Montreal, Que.
Psychology



FLORENCE MILLER

**LINDA MAE
MILLER**
Welland, Ont.
Psychology

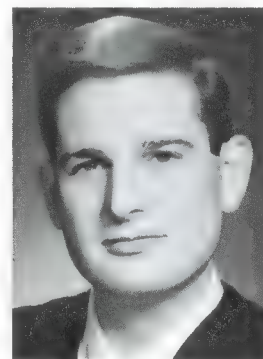


Gordon Bruce
Moffet
Robin L. F. Moore
James Wallace
Moran
Bernice Morris
Marilyn K. L.
Mountford

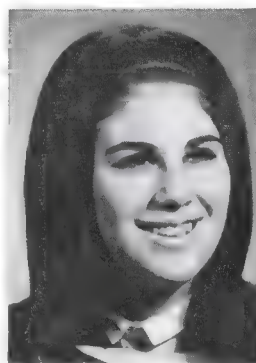


**SELIMA
MOHAMMED**
Trinidad, W.I.
Philosophy

**GEORGE R. A.
MORRISON**
with Distinction
English



**M. BARRY
MORRISON**
with Distinction
Lachine, Que.
Psychology



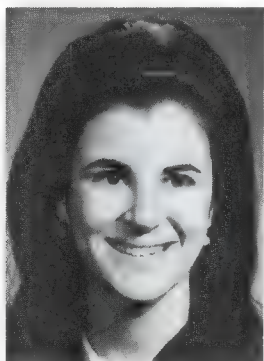
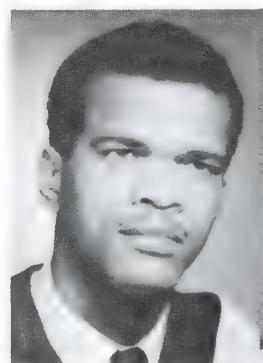
**ALICE FAITH
MOSCOVITZ**
Montreal, Que.
Psychology

David Joseph
Murphy
Paul Joseph
Murphy
Gillian Mary
Naylor
Andrus Nerska
Ronald Nelson Ness



**ARTHUR WILLIAM
MURRAY**

**FRANKLYN G.
MUSGRAVE**
St. Kitts, W.I.

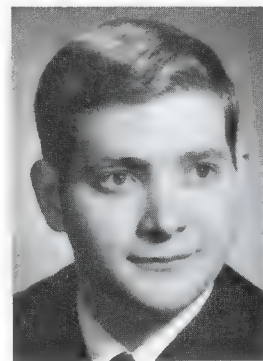


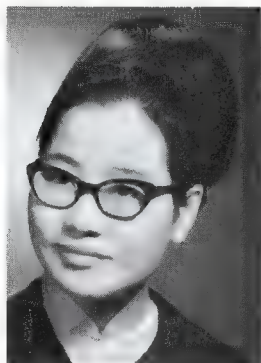
**EDYTHE DIANE
MYERS**



**SARAH FRIMA
NADLER**
Montreal, Que.

WAYNE NEMEROFF
Montreal, Que.
Psychology

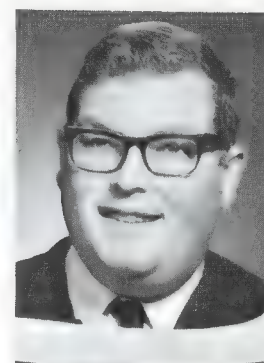




**AMELIA
YUK-KING NG**
Hong Kong
Social Welfare



JERRY NUDLEMAN
Montreal, Que.



HARVEY OBERFELD
Montreal, Que.
Political Science

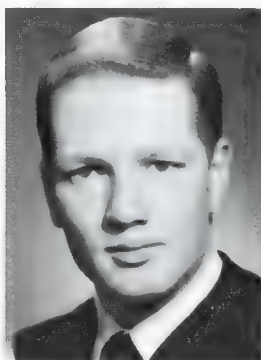


MYRA OWEN
England
History



**RAMNARINE
PALLOO**
History

Valerie Nye
Maureen A.
O'Brien
Georgina G.
Olivere
Thelma Orzeck
Sheila Ostroff
George Rudolph
Pandi
Harice Parkinson
with Distinction
Robert Claude
Payette
Pierre J. L. Pepin
Alex Pereima



GARY G. PALMER
Perth, Ont.



**SOPHIA PAPATHA-
NASOPOULOS**
Greece
Sociology



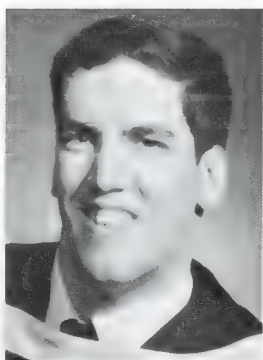
**NORMAN GEORGE
PASCOE**
Montreal, Que.



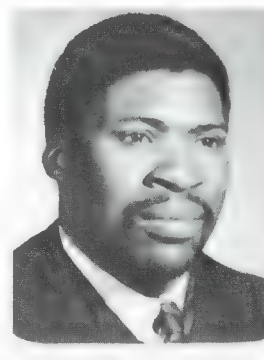
CAROL PATERSON
Montreal, Que.
English



**KATHLEEN E.
PETRIE**
Montreal, Que.
Drama



**JOHN STEWART
PHELAN**
Montreal, Que.
History



**HERMAN M.
PILGRIM**
Trinidad, W.I.
History



**RYNA LEVIN
PINSKY**
with Distinction
Montreal, Que.
Honours in English



**MARCEL GUY
PLANTE**
Port Colborne, Ont.
Psychology



**EUPHROSYNIA
PONOMARENKO**
France
English



GUNDIE PORUKS
Germany



ANDY R. PRESEULT
Longueuil, Que.



JOHN PUDDINGTON
Montreal, Que.
Economics



**HEINZ F.
PUHLMANN**
Germany

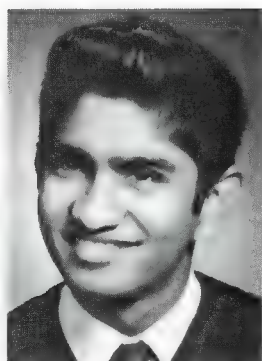


**MARGUERITE H.
RACICOT**
Montreal, Que.
Psychology

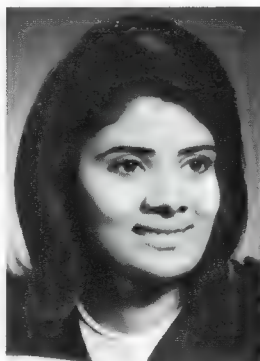
Susan C. Potashner
Adele Priffer
Robert Andrew Ray
with Distinction



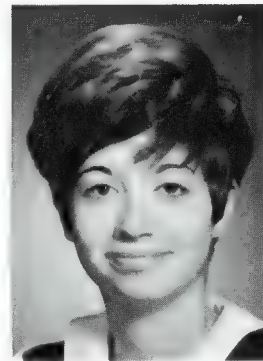
ESTIE RADOWITZ
Montreal, Que.
Psychology



**TYRONE ARNOLD
RAJNAUTH**
with Distinction
Trinidad, W.I.
Honours in
Economics



**INDRAWATEE
RAMSARAN**
Trinidad



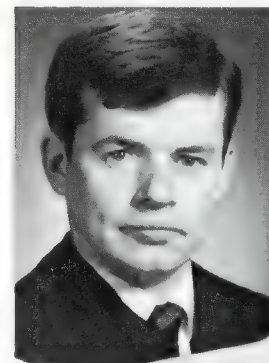
IRENE REINHARZ
Toronto, Ont.
Psychology and
Sociology



**ANDREW
REISTETTER**
Czechoslovakia
Economics and
Political Science

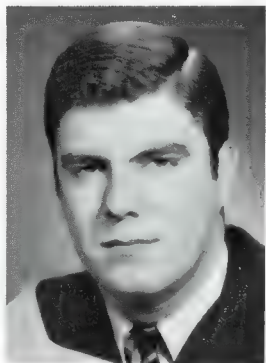


RUTH LEE RIBKOFF
Montreal, Que.



JAMES J. RICE

Ian W. P. Rennie
Winston Lloyd
Ricketts
David Glenn
Ritchie
George Ritter
W. Richard
Rodgers
with Distinction
Lynda Rosenbloom
Lawrence V.
Rosenthal
Lael G. P. Roulin



**THOMAS PHILIP
RICHARDS**



**RAYMOND P.
RILSTONE**
Australia



**STEPHEN E. S.
ROSS**
Psychology



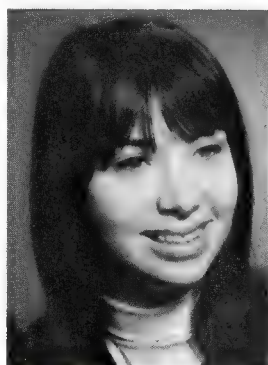
JOSHUA ROTBLATT
Montreal, Que.
English



**JUDITH D.
ROTHERHAM**
Ottawa, Ont.
History



**BARBARA LILLIAN
RUBIN**
Montreal, Que.
Psychology



SUSAN RUBIN
Montreal, Que.



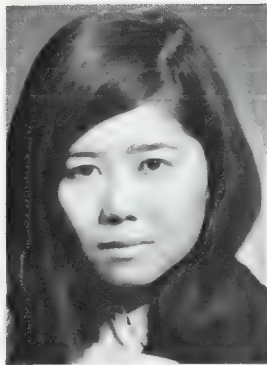
**LILLIAN
RUBINLICHT**
Poland
English



MARION RUMMERY
St. Boniface, Man.
Economics and
History



**NANCY
RZEMIENIAK**
Germany
Psychology



NANA SAKAMOTO
with Distinction
Montreal, Que.
Psychology



**FRANCES ANN
SCHLEIEN**



ADELE SCHULTZ
Psychology



ABIE SCHWARTZ
Poland
History and
Political Science

Basil William
Sacolax
Lloyd Charles
Sandell
Garry D. Sargenia
Sigmund Schipper
Anita A.
Schwartzberg
Thomas Scitovszky
Lily Shane
Christopher C.
Sheldon
Franziska E.
Shlosser



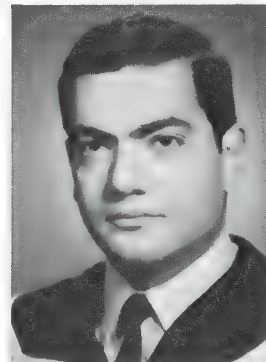
**LEONARD
SCHWARTZ**
U.S.A.
Psychology



**LINDA PHYLLIS
SCHWEY**
Montreal, Que.
Geography



**TREVOR GREAVES
SEWELL**



PHILIP C. SHEDIAC
Syria
Economics



OLGA SHER
Poland



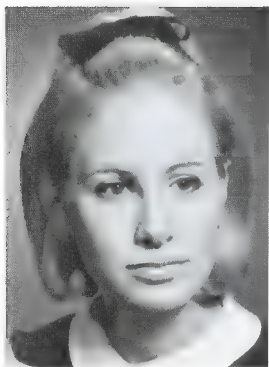
ADELE SHTERN
Montreal, Que.
Design



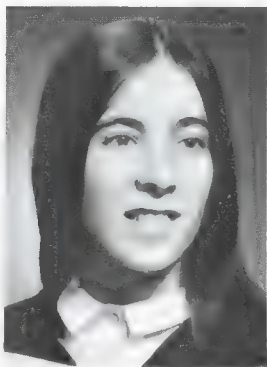
MARION SHUSTER
Montreal, Que.
Psychology



EILEEN SIMON
with Distinction
Psychology



**RONA THELMA
SINGERMAN**
Montreal, Que.
Psychology and
Applied Soc. Sci.



JANET SKALICKY
Czechoslovakia

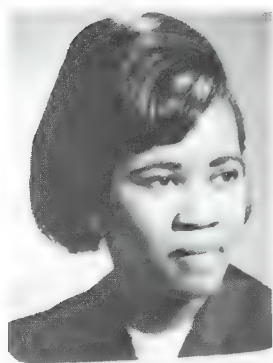


RHEMA SLONE
Montreal, Que.
Psychology

Elizabeth M. J.
Skinner
Carol Lee Smith
David L. M. Smith
Margot Marne Smith
Marie Louise Smith
with Distinction



SARA SMALL
with Distinction
Montreal, Que.
History



**YVONNE CYNTHIA
SMART**
Trinidad, W.I.
English



JOAN SMEDLEY
Montreal, Que.



DAVID M. SMITH
Montreal, Que.



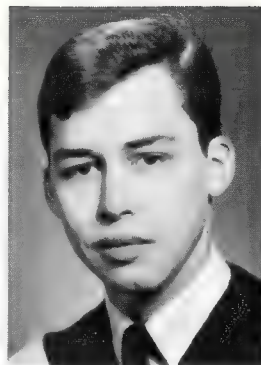
**JO-ANN DOREEN
SNARCH**
Psychology



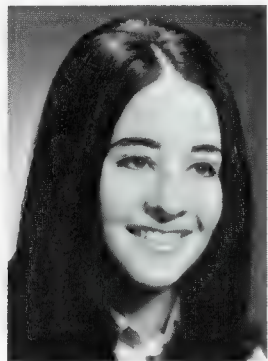
**BEVERLY GANDALL
SOLAK**
Montreal, Que.
Social Welfare



**PEARL U. E.
SOLOMON**
Sociology



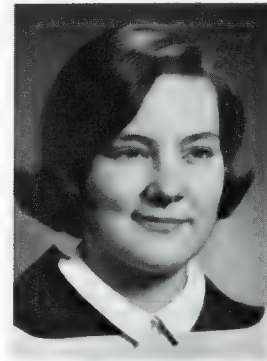
**DAVID EDWARD
SOUTHMAYD**
Toronto, Ont.
English



ROSA SPRICER
Germany



**BARBARA ANN
SPROULE**
Toronto, Ont.



**JANET LESLIE
SPROULE**
Winnipeg, Man.



BOB STAM
Holland
Economics



KAREN E. STANLEY
Montreal, Que.
Psychology

Reginald Michael
Sorel
Leslie Sorg, Jr.,
B.Sc.
Laverne G. Sparks
Ian C. A. Springate
with Distinction
Sanda M.
Stefanescu
James R. Stephens



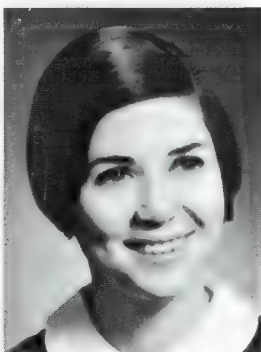
MINA STARK
Psychology and
Sociology



**BARBARA W.
STEINBERG**



**BONNIE A.
STENSTROM**



**LYLA SARA
STERNBACH**
Poland



**ISOBEL JOY
STERNTHAL**
Montreal, Que.



CELIA JANE STOCK
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**SANDRA A. H.
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Montreal, Que.
English



STEVEN SURKES
Montreal
Psychology



BRUCE SWIFT
Montreal, Que.
English

Florence El'Nore
Stevens
with Distinction
John Frederick
Stevens
Jean Louise Stuart
Matthew Surkis
Michel Tanguay,
B.Com.
Nadia Tarnopilsky
Lina Franca Tata



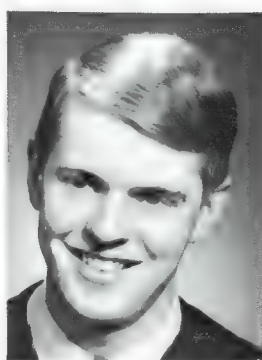
HALINA SZYPULIN
Germany
Geography



TIINA TARANDI
Estonia

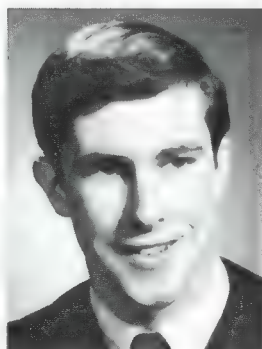


EMMA TAYAR
Israel
Psychology and
Sociology



EDWIN C. THOMAS
Montreal, Que.

Bryon Laverne
Taylor
Charlotte Anne
Taylor
George Taylor
John Phillip Thomas
with Distinction
Barry Gordon
Thompson
Glen Guy Thompson



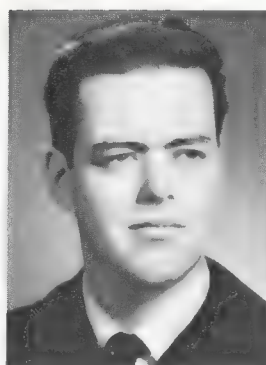
**SCOTT M.
THOMPSON**
Montreal, Que.
Economics



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Trower
Charles Mitchell
Tyler
Demetre Tzortzis
Michael John Uriel
Catharine H. Vallejo
with Distinction
Ronald M. Vincelli

Jet Vink-Franx
with Distinction
Marie Vlahos
Elsa Waldman
Clifford Albert
Walker
Gloria A. M.
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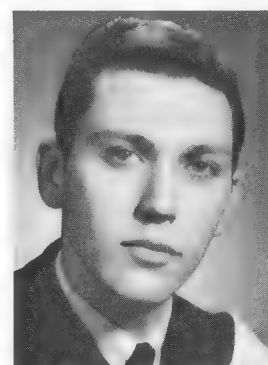


CAROLYN WESTON
England
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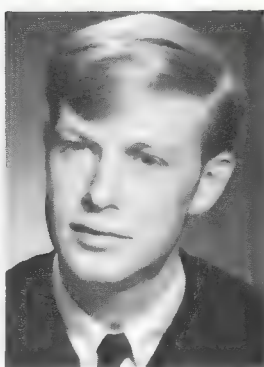
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with Distinction
Windsor, Ont.

LOUIS WINIKOFF
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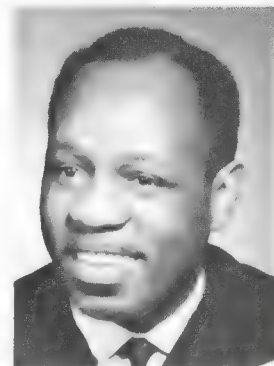
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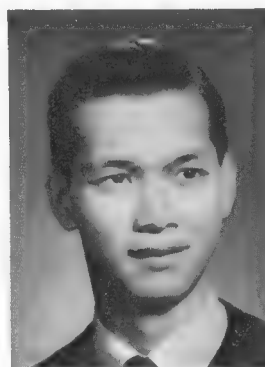
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CARL H. WORRELL
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MAN-POCK YEE
China
Economics



TAO-SANG YEE
China
Political Science



ALICE C. S. YIP
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History



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Linda Paula Zalter
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Walter Joseph Zorzi



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Germany



CHRISTOPHER M. ZUERCHER
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Economics



MARGO ZYSMAN
with Distinction
Poland
Honours in
Psychology



It is Sunday, June 2nd, 1968, and Montreal's Maurice Richard Arena is about to be transformed from an arena of contest into a hall of community celebration. There will be no division between performers and spectators, everyone present will be a participating celebrant.

At 2 p.m. the Graduating Class suddenly materializes en masse. As they make their way to the robing area, the gathering crowd of parents, friends and well-wishers nod and smile their approval and pride. There is a collective air of achievement permeating the atmosphere.

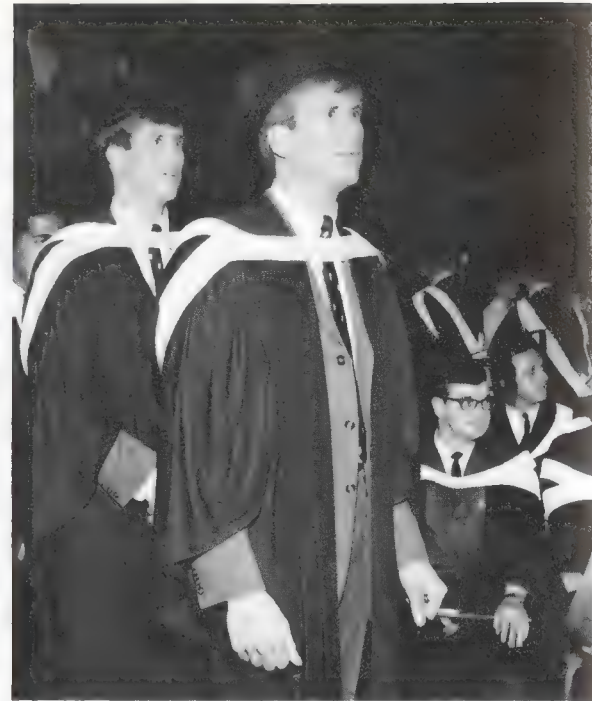
The donning of caps and gowns reflects the pervasive feeling of mutual helpfulness. One graduate adjusts a fellow's hood, another pins a friend's cap firmly on, yet another straightens the folds of the next graduate's gown, and everywhere suppressed excitement is evident in the kisses and handshakes of congratulation. The fact that one's classmate has "made it" gives as much pleasure as one's own success.

A little before three, the lines quickly form and the processional moves with dignified yet spirited steps up the stairs and into the festively draped hall. Framed by banners of garnet, gold and black, the guests stand quietly, interrupted only by brief flutters of excitement in individual family groups as they recognize their very own graduate taking his or her place.

Then follows the entrance of the platform party. The appearance of these teachers, administrators and governing board members is greeted by enthusiastic applause from a grateful community. Finally, the recipients of honorary degrees are shown to their place of prominence on the dais, as befits their dedication to the common good. Representatives of the diverse strata of the social whole have been gathered in mutual recognition of the parts they play in the educational process, and the rite of initiation begins.

The speeches and addresses all stress the need for individual choice, commitment and participation. The contemplative student of yesterday graduates today to full membership in society. This fact is acknowledged in what is the central and most moving part of the day's proceedings, the conferring of degrees. Each graduate's name is called out by the appropriate faculty Dean, and is greeted by a ripple of applause emanating from the graduate's group of guests. The applause swells to a general burst at the mention of special academic honour or distinction attained, and rises to a prolonged crescendo at the detailing of prizes and awards granted for outstanding scholastic achievement. There is a universal mood of approbation and congratulation. The graduate, moving across the platform to receive his qualifying parchment, is aware of representing not only a personal achievement but also the support and encouragement of parents and friends as well as the wisdom and guidance of the University faculty and administration. It has been the balanced mixture of all these factors during the preceding years which culminates in these moments of joint reward for the entire gathering.





Anthony G. Clark and Timothy O. Clark await to mount the platform to receive their degrees.

Dr. Henry F. Hall, Principal Emeritus is assisted with his robe by B. W. Roberts, Chancellor Emeritus.



Ulrike de Brentani, top graduate in Commerce, is congratulated by Acting Principal, Douglass B. Clarke.

Evening student Athanasios Athanasiadis receives his degree from Associate Registrar, Ken Adams.





Convocation is both a culmination and a commencement. It is a ceremony aptly expressing the finest aspect of society's self-regenerating drives.

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Commerce.

ULRIKE DE BRENTANI

THE MORRIS CHAIT MEDAL

for the highest ranking graduate in
Engineering.

RONALD FABI

ASSOCIATION OF ALUMNI AWARD

for the outstanding commendation of his
fellows and of the Faculty.

JAY BACHARIER

THE GOVERNOR GENERAL'S MEDAL

for the graduate showing the highest
achievement in the field of English
Language and Literature.

SHIRLEY JOSEPHS

THE LIEUTENANT-GOVERNOR'S SILVER MEDAL FOR HISTORY

for the graduate with the highest standing
in the History major.

URSULA LINGIES

THE BOARD OF GOVERNORS MEDAL

for the graduate showing the highest
achievement in Creative Expression.

LEROY JOHNSON

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for the graduate with the highest standing
in Mathematics or in the combined fields
of Mathematics and Physics.

BERNADETTE BELIVEAU

THE J. W. BRIDGES MEDAL FOR PSYCHOLOGY

for the graduate with the highest standing
in Psychology.

MARGARET ZYSMAN

THE SUN LIFE PRIZE IN ECONOMICS

for the graduate with the highest standing
in the Economics major.

KEITH HUDSON

THE CANADIAN INTERNATIONAL PAPER COMPANY PRIZE IN BIOLOGY

for the graduate with the best record of
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BARRY LOKER

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for the student with the highest standing
in the Accountancy major.

JOSEPH LEOVICS

THE EVERETT C. HUGHES MEDAL IN SOCIOLOGY

for the graduate with the highest standing
in the field of Sociology.

RITA GROTSKY

THE C.I.L. PRIZE IN CHEMISTRY

for the graduate with the highest standing
in Chemistry.

TIMOTHY SULLIVAN

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FALL CONVOCATION

November 22, 1968

3:00 P.M.

The Salvation Army Citadel

Bachelor of Engineering

Anatole Desiatnyk — Mechanical

Douglas William Singer — Mechanical

Bachelor of Commerce

Simon Mordekhai Abecassis
Roger Rennie Allard
Claude Joseph Antoine Belanger
David Peter Champagne
Anne Marie Chuchra
Brian Joseph Cunliffe
James Emmet Currie
Annie Madeleine Cécile Danten
Robert Michael Engel
Arthur Fefferman
Eric Edward Fox
James Owen Wesley Fox
Marcel Gagnon
Allan Edward Gibbs
Donald Thomas Gibbs
David William Goldsmith
June Patricia Green
David Eugene Hansen
Herbert Frank Hardy
Ian William HayGlass
Nicolas Karavolas

Ronald Andrew Ladouceur
with distinction
Richard Chong Gong Lee
Marcel Levesque
James Gordon Mayhew
Hubert Wolfgang Moeller
Alexander Hunter Morrison
William Ramsay Mowat
Ernest David Pearce
Leopold Wilfrid Querel
Joseph Yvon Racicot
Richard Hammond Ritchie
Eric David Rosner
Marja Terttu Salonen
Robert John Henry Shalhoub
Peter Heriot Stewart
Walter Tommy Susel
Robert James Turner
Leigh Henry Webster
Gary Steven Wells
Kai Wong Yee

Bachelor of Science

Harry Abravanel
John Marshall Amos
Gilbert Jean-Claude Boissy
Bertrand Joseph Marie Henry Bordet
Lloyd Malcolm Brereton
Normand Brisebois
Robert William Brunton
Jason En Sue Cheng
Kenneth Robert Cook
Arnold Raymond Dagenais
Harry Stephens Fischer
Saul Mickey Friedman
Lynn Irene Gagnon
Terence Colin Gould
Michael Lee Gourley
Milton Gordon Gregory
Alec Abram Grynspan
Alyson Adele Hart
Andrew Haverstock
John Jansen
Peter Douglas Kerr
Joey Kruger
Patricia Alison Lalla

Dago Dave Bernthal
Nicholas Joseph Boere
Lawrence Roy Levin
Reet Epp Liivak
William Eric Mander
Zalina Mohamed
Albert John Moreland
Jercy Phone
Joseph Gérard Paul André Primeau
Snaggs David Sandys
Barry Allan Scharf
Gerald Blair Stevenson
William Hyman Storfer
Danyl Myron Stotland
Barry James Symons
Kenneth Burton Tannahill
Edward John Turchyniak
Barbara Walczewska
Heinz Otto Friedrich Weber
Sheldon George Wein
James Donald Wiggins
Peter Gavin Williams

Bachelor of Fine Arts

Rodney William Heather

Wolfgang Peter Krol

Bachelor of Arts

Maureen Adelman
 Jeanine Laurette Alain
 George Harvey Allan
 John Norman Richard Allan
 Gitta Tova Arjan
 Walter Kirkwood Atkins
 Alfred Baldeo
 Robert William Barnes
 Ethel Barrer
 Dianne Marie Beane
 James Garnet Beatt
 Marie Anne Beaveridge
 Dennison Ramone Anthony Beharry
 Gerald Anthony Bennett
 Peter Barnabas Berend
 Jack Berkofsky
 Gloria Ruth Berlin
 Diane Mary Biddy Bettesworth
 with distinction
 Judith Ann Alicia Bishop
 Gerald Lloyd Bleser
 Walter Blostin
 John Alexander Bodkin
 Tamara Boness
 David Henry Bornstein
 Tonnar Gail Brace
 Honours in Psychology
 Anthony Burnett Evans
 Lucy Lena Mary Fazio
 Harold Seward Feltmate
 Aleksander Frajbers
 Gerald Allen Frankel
 George David Frew
 Sandra Marion Abramson Friedman
 Margaret Neil Galdy
 Gladys Mildred Garred
 Patricia Ellen Gautschi
 Bernard Edward Gawronski
 Patrick John Gibson
 Gerald Ronald Glendinning
 with distinction
 Steven Jack Goldberg
 Sheila Clare Goodspeed
 Anita Fay Gordon
 Celia Leonie Gozal
 Gay Eugenie Aurore Grannary
 Jaan Gross
 Pearl Grubert
 Carl Robert Hager
 Keith Stanley Hale

Michael Edward Hale
 Irving Manual Handelman
 Edward Kenneth Hanna
 Canute Kelvin Harracksingh
 Brian Charles Gilbert Hawker
 Mario Heil deBrentani
 Kamel Helmy
 Gordon Peter Dick Henderson
 Gayle Sandra Henry
 Garrett Gary Herman
 Elana Farol Heyerdahl
 Brian Hindmarch
 Eileen Sybil Elizabeth Hoare
 John Alexandar Howe
 David Maelgwyn Hughes
 Morris Edwin Ibrus
 Valerie Heather Royle Jackson
 Virginia Louise Johnsen
 Freda Johnston
 Robert Francis Joyce
 Kurt Vincent Keipert
 Malcolm McLean Kelly
 Gerald Wilfred Kendall
 Zipporah Kisilevsky
 Nicolas Yvan Kolesnikow
 Albert John Lauraitis
 Donald Peter Liesemer
 Anna Kristina Liljefors
 with distinction
 Frederic Stewart Liverman
 Richard John Lovegrove
 Herbert John Lovelace
 Hyman Ludmer
 Deidra Sara Lynas
 Duncan Ivan MacLean
 Barry Paul Stein
 Thomas Edward Stewart
 Detlef Stohman
 Aaron Stuehler
 David Swidler
 Vera Symonenko
 Michael Mihaly Sznak
 Marion Elise Testart
 with distinction
 Denys Florent Therrien
 Jill Elissa Thompson
 Robert Scott Thomson
 John Howell Van Duzer
 Gerard Van Gelder
 Gunars Robert Verenieks
 Omar Sheriffe Vernon-El-Halawani
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Susan Braun
 Edward David Brennan
 Beverly Isabella Brophy
 Marlaine Joan Rita Buzas
 Bonnie Diana Cameron
 Glenn Frederick Cartwright
 John Orestes Cato
 Marvin Halliday Chase
 Donald Lawrence Christensen, B.Comm.
 Alexander Donald Cochrane
 David Cohen
 William George Coyle
 Barbara Anne Howie Curtis
 Lawrence William Dallas
 James Neil Daniel
 Davena Gwendolen Monk Davis
 with distinction
 Ralph Tassilo Debor
 Jeanne Henriette de Groot
 Barbara Diane Desmeules
 Judith Dodek
 Arthur John Douglas
 Laura Druckman
 Virginia Ann Dunbar
 Susan Marlene Edelberg
 Violet Luella Egerton
 with distinction
 Susan Eldridge
 Murray Allan Magil
 Allan Howard Marks
 Murray Keith Marshall
 Henry Mauer
 Catherine Ann McDonald
 Fredrick James McFadden
 Anthony Colin Lennox McFarlane
 Linda Carol McGee
 Laura Ann Michielini
 Valinda Anne Millar
 Harris George Miller
 Linda Nancy Miller
 Robert Charles Millichamp
 Anthony Mitchell
 Sylvia Neiss
 Margaret Vera Newell
 Judith Klara Newman
 John Malcolm Nolan
 Allen E. Nutik
 William Paul Papura
 Norman George Pascoe
 Freda Stacey Perel

Shirley Lillian Pfefer
 with distinction
 Gerald Douglas Nelson Phillips
 Michael Pizzutto
 Freda Coodin Posner
 Joan Iris Price
 Susanne Elizabeth Pride
 Gerald Dov Pulvermacher
 Joanne Lynn Radford
 Jeffrey Ian Ray
 Tatyana Reeve
 Ann Claire Rich
 Sheila Rich
 Richard John Ropeleski
 Stephen Mark Rosenblum
 Harvey Rosenstein
 Larry Rothman
 Michael Angel Rubal
 Paul Arthur John Saunders
 Allan Arthur Ellis Seddon
 Marilyn Shama
 David Montgomery Shanks
 Surica Shechter
 Theodore Sheldon Shetzen
 Renald Edward Shoofer
 Honours in English
 May Stern Shore
 Jerry Silver
 Andrea Simon
 Richard Garfield Smith
 Roderick Wallis Smith
 Aldwin Vernon Solomon
 Calno John Soule
 Glay Sperling
 Zigmunt John Springer
 Miriam Vineberg
 Joan Dale Vosberg
 Robert John Walker
 John David Watson
 Diane Constance Webster
 Honours in History
 Harry Weiner
 Leonard Jack Welik
 Alan Calvert Whittall
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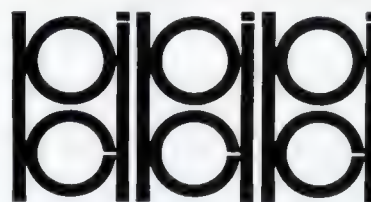
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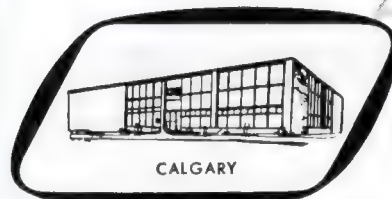


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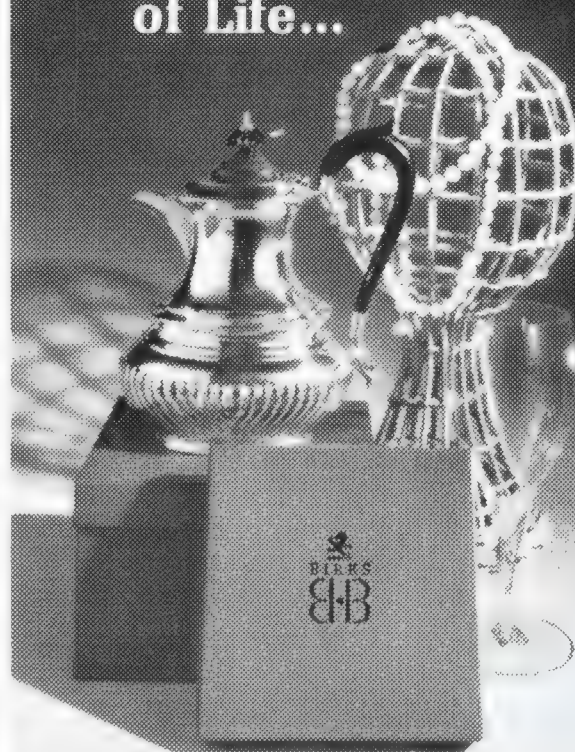


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"Science, Language and Creativity"

Friday, February 16th - 8:00 p.m.

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Sorbonne, Paris

"Structure and Meaning in Myth"

Monday, October 23rd - 8:30 p.m.

PAUL KRASSNER

Editor, the Realist

"The McGill Daily Affair"

Monday, Nov. 13th - 12:00 p.m.

PROF. PETER M. WORSLEY

University of Manchester

"Populism: A Canadian Phenomenon"

Tuesday, February 20th - 4:00 p.m.

PROF. RAYMOND MACK

Northwestern University,
Russell Sage Foundation

"The Changing Opportunity Structure
in Urban Society"

Friday, January 26th - 8:30 p.m.

CHEDDI JAGAN

Ex-Premier of Guyana

"The Revolutionary Movement
in Latin America"

Wednesday, Nov. 22nd - 1:00 p.m.

CONOR CRUISE O'BRIEN

Schweitzer Professor of
the Humanities

New York University

"Vietnam and the United States"

Thursday, February 25th - 4:00 p.m.

PROF. GEORGE RUDE

Dept. of History
University of Stirling, Scotland

"The Study of Revolutions"

Friday, February 2nd - 8:15 p.m.

RONALD TURINI

pianist

in a program of:

Beethoven, Prokofiev, Debussy,
Rogers, Liszt

Friday, January 12th - 8:40 p.m.

JORGE LUIS BORGES

Distinguished Argentine writer,
presently visiting professor at Harvard

"The Beginnings of English Poetry"

Thursday, February 29th - 8:30 p.m.

